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ABSTRACT

This final report on the Preliminary Evaluation of Planned Variation in Head Start According to Follow Through Approaches is a detailed account of the field testing and implementation activities performed during the 1969-1972 period, with emphasis on the second and third years. The sections of the report are as follows: I. Introduction; II. Background and Overview; III. Fall 1969 Testing Activities; IV. Spring 1970 Testing Activities; V. Fall 1970 Testing Activities; VI. Spring 1971 Testing Activities; VII. Fall 1971 Testing Activities; and VIII. Spring 1972 Testing Activities. Ten appendixes provide: A. through F., Fall and Spring Communications 1969-1972; G. Supplemental Instructions for Field Staff, Spring 1971; H. Record of Test Data and Information Forms Transmitted to Huron Institute; I. Quizzes and Answer Sheets for Spring 1972; and J. SRI Field Supervisor Site Report Forms. Data are presented in 18 tables. (DB)

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Final Report *September 29, 1972*

IMPLEMENTATION OF HEAD START PLANNED VARIATION TESTING AND DATA COLLECTION EFFORT

Prepared for:

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I INTRODUCTION

This final report on the Preliminary Evaluation of Planned Variation in Head Start According to Follow Through Approaches, under contract HEW-OS-70-134, does not contain any research findings. Rather, it is a detailed account of the field testing and implementation activities that SRI performed during the 1969-1972 period, with emphasis on the second and third years. The collected data were transmitted to Huron Institute, Cambridge, Massachusetts, which will perform analyses under a grant from the Office of Child Development, HEW. The report of the activities and the initial findings based on the 1969-70 Head Start year were submitted to OCD in May 1971.

Since this Interim Report contains detailed specifications of the measures used, sample selection procedures, the children tested, and the field implementation procedures that were applied, a repetition of that work is not contained in this report. References are made, however, to the field data collection procedures as they relate to the activities pursued in the following two years.

Copies of the tests used in the six testing periods have been submitted to the ERIC Clearinghouse. Anyone wishing copies of any and all tests used in the PV evaluation should address ERIC Clearinghouse, University of Illinois, Urbana, Illinois. Test copies at SRI have been so depleted that there no longer exist any full sets that can be given to interested parties.

II BACKGROUND AND OVERVIEW

General

As part of the continuing effort to explore systematically ways to provide children of economically impoverished backgrounds with early childhood education that may effectively contribute to their optimal development, a Head Start Planned Variation program was initiated in 1968 and became operational in the Fall of 1969.

The Planned Variation program refers to rather distinct approaches to preschool and compensatory education--each consisting of unique as well as common features--applied by 11 sponsors* in a variety of geographic and sociocultural settings around the country. These alternative approaches rest on differing philosophical and psychological premises and employ a variety of pedagogical strategies.

Most of the sponsors had first experimented with and developed their programs in experimental preschools for low income children, modified them upward to apply to the Follow Through program, and completed the loop by modifying them downward again for the Head Start program. In this way clusters of longitudinal studies of articulated compensatory efforts were initiated for children from approximately three through nine years of age.

The Head Start Planned Variation project's objectives are primarily twofold: to assess the cumulative impact on participating children of a systematically coherent program from the preschool years through the early elementary school years, and to compare the short-term and long-term effectiveness of the various models.

In July 1968 Stanford Research Institute was selected to conduct a nationwide evaluation of Project Follow Through for the U.S. Office of

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* For the project's first year, the number of sponsors was eight. In the second and third years five additional communities were added under the name "Enabler Model," a term descriptive of the use of an OCD consultant to enable a community to implement a program of its own choosing.

Education. At the time of the decision to extend some of the Follow Through programs into Head Start, SRI had already done extensive work in selecting and developing measuring instruments that would reflect the varying objectives of the program sponsors, eight of whom became the nucleus of the Head Start PV Experiment.

Furthermore, SRI had assembled a large field staff and organization for the testing effort in Follow Through, and the sites where this testing was being done included a number of the communities in which Head Start was inaugurating the PV programs; therefore, SRI was employed to conduct the evaluation of the impact of the Head Start PV program.

An Interim Report* on the 1969-70 evaluation activities was completed and submitted to the Office of Child Development (OCD). Toward the end of the 1970-71 testing cycle, OCD instituted a major change in the conduct of the evaluation. All analyses and reporting of the 1970-71 and 1971-72 data were shifted to Huron Institute and, beginning with the Fall 1971 testing, all decisions and specifications of measures to be used and samples to be tested were the responsibility of OCD or Huron, as delegated.

Articulation between the Office of Education, Follow Through, and OCD was increasingly evident in the attempts to coordinate the testing batteries and sample communities to maximize the likelihood that children tested in the PV program could be followed during the early school years.

Over the six testing periods (fall and spring in each of the years 1969-70, 70-71, and 71-72), evolutionary changes occurred in the measures used, communities tested, and field organization/procedures employed. The various tests and measures used in the six testing periods are shown in Table 1. Whenever a change in test content, format, instruction, or procedure occurred, a prime (′) has been added to the test name. The exact change can be identified by examination of the final printed forms.

The communities in which testing was done and the intensiveness of data collection in each community also changed over the testing periods. An overview of the communities (usually referred to as "sites") can be seen in Table 2. The level of intensiveness of testing is indicated by the roman numerals. A Level I site was usually limited to child/parent

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* "Implementation of Planned Variation in Head Start, Preliminary Evaluations of Planned Variation in Head Start According to Follow Through Approaches (1969-70)," Interim Report: First Year of Evaluation, Stanford Research Institute, Menlo Park, California (May 1971).

Table 1

HISTORY OF THE TESTS AND MEASURES USED

1969-70		1970-71		1971-72	
Fall	Spring	Fall	Spring	Fall	Spring
NYU-Bk 3D	3D	3D	3D		
NYU-Bk 4A	4A	4A	4A		
Pre-School Inventory (PSI)	PSI	PSI/Birch Scoring	PSI/Birch Scoring	PSI′/Birch Scoring′	PSI′/Birch Scoring′
Motor Inhibition (MI)	MI	MI′	MI′	MI′′	MI′′
Binet/Birch	Binet/Birch	Binet/Birch′	Binet/Birch′		
Eight-Block Sort	Eight-Block Sort′		Eight-Block Sort′′	Eight-Block Sort′′′	Eight-Block Sort′′′
		Ethnic Identity Questionnaire (EIQ)	EIQ		
		Children's Cultural Awareness Side (CCAS)	CCAS		
				WRAT (2 subtests)	WRAT′ (full)
					Gumpgookies
				PPVT	PPVT′
				Enumeration	Enumeration
				Brown	Brown
					Relevant Redundant Cues
				ITPA	ITPA
		California Preschool Social Competing Scale (CPSC)	CPSC	Schaefer Behavior Inventory	Schaefer Behavior Inventory
Classroom Information Form (CIF)	CIF	CIF′	CIF′	CIF′′	CIF′′
	Teacher Questionnaire		Teacher Information Form′ (TIF)		TIF′ - PV TIF - Comparisons
			Aide Information Form (AIF), plus Spanish version		AIF′
	Parent Questionnaire		Parent Information Form (PIF), plus Spanish version	PIF′	PIF′ PIF′′ - Controls
	SRI Classroom Observation Procedure (CO)	CO′	CO′		CO′′
	HS Directors Ratings of Teachers (HSD ratings)	HSD Ratings′	HSD Ratings′	HSD Ratings′′	HSD Ratings′′
	Sponsor Ratings of Teachers (Sp ratings)	Sp Ratings	Sp Ratings	Sp Ratings′	Sp Ratings′
	Sponsor Implementation Report		Sponsor Implementation Report′		
	HS Consultant Report*		HS Consultant Report′		HS Consultant Report′′
					HSD Evaluation of Model and Implementation Report
Testers log	Testers log′	Testers log′	Testers log′	Testers log′′	Testers log′′
	Site Coordinators log (S.C.)	S.C. log	S.C. log	S.C. log′	S.C. log′

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* Head Start Consultant Reports are made to OCD.

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Table 2

COMMUNITIES INVOLVED IN THE TESTING

Sponsor	Community	Comparison Classes Only	Testing Level*					
			1969-70		1970-71		1971-72	
			Fall	Spring	Fall	Spring	Fall	Spring
Nimnicht	Buffalo				I	I	I	I
	Cleveland		III					
	Duluth		III	III	III	III	III	III
	St. Cloud	Cp	III	III	III	III		
	Fresno				III	III		
	Salt Lake				I	I	III	II
	Tacoma				II	II	III	II
Tucson	Des Moines (FT)	Cp					III	II
	LaFayette		III	III	III	III	III	II
	Albany	Cp	III	III	III	III		
	Lakeswood		III	III	I	I	III	II
	Jersey City	Cp	III	III				
	Lincoln				III	III	III	II
Bank Street	Boulder				III	III	I	I
	Tuskegee		III	III	I	I	III	II
	Wilmington		III	III	II	II	III	III
	DeLaWar	Cp			II	II		
	Elmira				III	III	III	III
Englemann-Becker	East St. Louis		III	III	III	III		
	Tupelo		III	III	III	III	III	III
	E. Las Vegas				II	II	III	II
	W. Las Vegas	Cp			II	II	III	II
	Providence (FT)						III	
Bushell	Oraibi		III	III	III	III	I	I
	Acoma	Cp	III	III	III			
	Portageville		III	III	III	III	III	III
	Carruthersville	Extra Cp					III	III
	Mounds				II	II	III	II
Weikart	Ft. Walton Beach		III	III	III	III	III	III
	Pensacola	Cp	III	III	III	III		
	Central Ozarks		III	III	I	I	III	II
	Greeley				III	III	III	II
	Seattle				II	II	I	I
Gordon	Jacksonville		III	III	I	I	I	I
	Jonesboro				III	III	III	II
	Chattanooga		III	III	III	III	III	II
	Houston				II	II	III	II
EDC	Washington, D.C.		III	III	III	III	I	I
	Paterson				II	II	III	III
	Johnston Co.		III	III	III	III	III	II
Pittsburgh	Locks Haven				III	III	III	III
	Mifflenburg	Cp			III	III		
	Montevideo						III	II
REC	Kansas City				III	III	III	II
NYU	St. Thomas, V.I.				III	III	I	I
Enablers	Puerto Rico				I	I	I	I
	Newburgh				I	I	III	II
	Bellows Falls				II	II	III	II
	Billings				II	II	III	II
	Colorado Springs				II	II	III	II
Control	Huntsville, Ala.						II	II
	San Jose, Calif.						II	II
	Sacramento, Calif.						II	II

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* See text for description of Levels I, II, and III.

demographic data, teacher information, and teacher ratings. A Level III site received all tests and measures specified for the test period. Level II sites typically were denied the SRI Classroom Observations Procedure and mother-child interaction test (8-Block Sort Task).

The numbers of classes and children tested varied over the test periods, as seen in Table 3. Any totals shown can vary according to the definitions that are applied. For example, a class of 30 children with team teachers is considered as two classes with respect to the class observation days assigned to it. The number of children tested on particular tests varies because of absences and unacceptable testing conditions. The number of children on whom demographic information was obtained could include new additions to the class who may or may not have been tested in the spring according to the testing rules in effect; if a new arrival were the only child tested in a class, typically some tests were administered to prevent the child from feeling excluded from the class activities. Thus, the numbers are representative of the level of effort and not a precise accounting in an auditing sense.

Table 3

NUMBER OF CLASSES AND CHILDREN TESTED

	1969-70	1970-71	1971-72
Number of Head Start communities	16	37	40
Number of Sites*	21	44	43
Number of classes	105	332	303
Number of children	2,047	5,621	5,551
Number of classes tested	105	186	208
Number of children tested†	2,237	3,160	3,358

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* For this table, the entry is the number of testing sites considered as separate locations for test administration purposes.

† Figures are based on Fall testing. For year totals, the figures are approximately double.

The field staff that had to be recruited, trained, and supervised changed in size and composition over the testing periods. The numbers of persons involved are shown in Table 4.

Table 4

COMPOSITION OF THE FIELD TESTING STAFF (NON-SRI)

	1969-70		1970-71		1971-72	
	Fall	Spring	Fall	Spring	Fall	Spring
Site coordinators	9*	20	41	43	33	33
Site coordinator aides					40	39
Binet testers	97	58	44	41		
Eight-Block testers		27				
Eight-Block observers				20	40	17
Eight-Block trainees				20	40	17
Auxiliary Battery testers	52	49	68	65		
Tester aides	21	27				
Basic Battery-A tester					88	77
Basic Battery-B tester						77
Supplementary Battery tester					35	32
Brown testers					39	10
Classroom observers	—	10	38	32	—	10
Total	179	191	191	221	315	312

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* Non-SRI field supervisors.

Comments

It would be unrealistic to expect that the implementation of a nationwide testing program that involved 43 different communities could be achieved without some stresses and strains. The testing benefited from receiving very honest and forthright comments pinpointing specific anomalies and difficulties from the field supervisors, site coordinators, Head Start directors, and the OCD staff. Fortunately, there have been no criticisms that could be applied across the country and this encouraged SRI as to the efficacy of the field implementation procedures being used.

In cases where there had been local difficulties, sufficient information was obtained to enable courses of action to correct the condition or at least avoid it during the test period. For example, there were some instances where field personnel turned out to be unacceptable to the local community even though the local Head Start director had been instrumental in selecting the personnel. The changes that were made were made only after consultation with the site coordinator and Head Start director so that no unreasonable disruption occurred in the community. The lessons learned in the implementation of the Ethnic Heritage tests in the fall of 1970 and the Parent Questionnaire for the prior spring support the view that it is profitable to inform the community early about details of the forthcoming tests and to enjoin them to make their comments and criticisms known in sufficient time for accommodations to be made.

The sections that follow describe the planning and coordination needed to implement the specified tests in the required communities. Each test period is described separately and, where possible, similar headings are used for the convenience of the reader. The description of the Fall and Spring (1969-70) testing is an abridged version of the description contained in the Interim Report. Appendices A through F contain extensive detail about the procedures used.

Appendix G contains detailed instructions for the field staff for their testing in Spring 1971. Appendix H is a record of all materials sent to Huron Institute. Appendix I contains copies of the test quizzes and answer sheets used in the Spring 1972 testing Appendix J contains copies of the site report forms used by the SRI Field Supervisors.

III FALL 1969 TESTING ACTIVITIES

Planning and Coordination

The extension of the eight Follow Through sponsors' programs into the preschool setting of Head Start adds a year to the period in which the children's progress can be observed and provides a basis on which to determine the effects attributable to earlier entrance into a sponsor's program. This integration of effort between Head Start and Follow Through placed a premium on joint selection of test instruments and measurement procedures. Some tailoring of the test batteries to specific interests of Head Start was necessary to give due recognition to earlier research by Head Start and, where feasible, to provide anchor points in such previous work. For the coordination to be most effective, Follow Through had to have its test batteries delineated early enough to permit the inclusion of specific instruments in the Head Start evaluation procedures. Changes in the Follow Through battery of tests were negotiated as late as the first week in September, however, thus preventing optimum coordination.

To achieve a coordinated use of SRI's field testing staff and to avoid excessive duplication of travel and training time required an integrated test schedule. But, in fact, the timing of test periods in the two projects at joint locations was most likely to create conflict or competition rather than cooperation. The eventual separation of the Head Start and Follow Through field logistics resulted in easier planning and a greater responsiveness to the needs of both projects.

Tests and Measures Used

New York University Early Childhood Inventory Test

Six of the subtests from the New York University Early Childhood Inventories Project (Coller and Victor, undated)* were selected. The subtests--pre-math, pre-science, prepositions, alphabet, numerals, and shape names--had been used in the 1968-69 Follow Through evaluation assembled in three forms, each form consisting of one-third of the test items selected at random from each subtest. On the basis of the data from Follow Through in 1968-69, it was possible to identify those forms of the subtests that had the best range of responses for potential use with the Head Start PV preschoolers and that were predicted to retain sufficient range for later use when the children attended Follow Through.

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* A. Coller and J. Victor, "Early Childhood Inventories Project," (mimeo) New York Institute for Developmental Studies, New York University, New York (undated).

The subtests covering pre-math, pre-science, and prepositions were presented in one booklet (Booklet 3D). In the first year of the Follow Through PV evaluation, the pre-math and pre-science subscales that eventually were used for Head Start PV came from Booklet 3A, and the preposition subscale came from Booklet 3B. In the remaining three subtests--alphabet, numerals, and shape names--the original configuration (Book 4A in Follow Through) was used in its entirety.

Preschool Inventory Test

The PSI 64-Item Experimental Edition, developed for Head Start by Caldwell and published by Educational Testing Service (ETS),* had been part of the Follow Through battery for kindergarten and entering-first-grade classes in the 1968-69 SRI evaluation and was scheduled for the 1969-70 Follow Through. It was also used in the 1968-69 Head Start national assessment.

To reduce the amount of time required for the testing of each child in Follow Through, the PSI had been assembled in three forms, each consisting of a random one-third of the test items; the test was group administered individually to all children.

Stanford-Binet Intelligence Scale with Hertzig-Birch Scoring

The Stanford-Binet IQ scores were supplemented with a modified version of the Hertzig-Birch scoring system to provide an indication of noncognitive factors that might contribute to IQ scores and that would be masked if only IQ scores were considered in the evaluation, and to maintain continuity with its use in previous Head Start evaluations.

The modified Hertzig-Birch scoring system differs from the original in that only the *last* response the child makes to a test item is scored and a more concise coding is used. These modifications were made to enable Stanford-Binet examiners to use the scoring system as they administered the Stanford-Binet.

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* B. M. Caldwell, "The Preschool Inventory," Educational Testing Service, Princeton, New Jersey (1967).

Motor Inhibition (Maccoby et al., 1965)*

The test procedures used were taken directly from those developed by the ETS for its longitudinal study of Head Start children in four cities. Although these procedures were slightly at variance with the original work of Maccoby and her associates, it was considered desirable to reproduce as closely as possible the test conditions of the current ETS study.

The three parts of the test are concerned with different levels of muscle group involvement and include the following: a beam-walking task, which requires gross motor coordination; winding the crank on a toy tow truck, which requires small muscle coordination; and drawing a straight line using a straight edge, which requires small muscle coordination. Each of the tasks was done twice by the child, first at his natural rate of speed and then on instruction to do it as slowly as he could.

Eight Block-Sort Task

The Eight-Block Sort Task used by Hess and others† allows investigation of direct or indirect effects of the Head Start PV programs on the styles of interaction between mothers and their children. The task involves sorting eight blocks into four groups defined by two criteria. The blocks differ according to four attributes--height (tall or short); mark (X or O painted on the top); color (red, yellow, green, or blue); and shape (rectangular or circular cross-section). Only two of these attributes are relevant to the sorting task: height and mark. The children were to learn to group the blocks of the same height and the same mark and to explain the reasons for the groupings. The four groups defined by height and mark would be composed of (1) tall blocks marked X, (2) short blocks marked X, (3) tall blocks marked O, and (4) short blocks marked O.

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* E. Maccoby et al., "Activity Level and Intellectual Functioning in Normal Preschool Children," Child Development, No. 36, pp. 761-770 (1965).

† R. D. Hess et al., "The Cognitive Environments of Urban Preschool Children," Graduate School of Education, University of Chicago (1968).

This test was then being used by ETS in its longitudinal study of Head Start children in four cities, and the procedures used by ETS for the administration of the test were carefully followed. However, the scoring of the task differed from the ETS procedure. ETS made tape recordings of the situations for later analysis of the verbal interactions between the mother and the child, whereas the SRI procedure required the tester to make the ratings and judgments during the test situation. Tape recordings were not made for three reasons: the nonverbal communications (e.g., gestures and facial expressions) could not be derived from tape recordings; equipping approximately 80 testers with a tape recorder was prohibitively expensive in cost and logistical effort; and the time needed to transcribe and code the tapes would have been too great for the budgeted resources.

SRI Classroom Observation Procedure

The SRI Classroom Observation (CO) procedure is made up of three major sections, each covering a different aspect of the class in its daily session. The first part consists of a series of observations and ratings that are made about every 15 minutes and include a tally of all activities going on in the class and of the participants in each activity (the Classroom Checklist, or CC), a five-minute systematic recording of all interactions in a selected activity (Five-Minute Interaction, or FMI), and a short set of ratings at the end of each five-minute observation period to record the frequency of child and adult behavior not included in the FMI (Five-Minute Rating, or FMR). A second part of the observation procedure is a separate observation of an outdoor or highly mobile situation (OO). At the end of the day's observation a set of summary ratings is completed, and an inventory of equipment available and used is made, along with a sketch and description of the space and physical arrangement.

Teacher Questionnaire

The Teacher Questionnaire covered the following areas:

- Classroom practices with regard to the teacher's responses to children's behaving in desirable and undesirable ways, allotment of class time to different activities, and methods used in teaching academic subjects.
- Participation in the sponsor's training program and the availability and exchange of information and materials on the sponsor's program. (These items relate specifically to the problem of program diffusion to comparison classes.)

- The use of the TV program, "Sesame Street."
- The importance of various educational goals for the children.
- The social behavior of the children as judged by the teacher.
- Home visits.
- Participation of the parents.
- Materials and equipment availability and use.
- Teaching experience and background.

Parent Questionnaire

A parent interview instrument was developed initially for use in SRI's Follow Through evaluation. Its purpose was to provide information about the characteristics and changes in characteristics of families of Follow Through and non-Follow Through children to determine if these factors might be related to other factors, such as performance in school and teacher behavior and attitude. The procedure went through several reviews by SRI staff and consultants, PV program sponsors, U.S. Office of Education staff, and the OCD Head Start Staff.

Although the Follow Through parent information was obtained by interviews conducted in the parents' homes, such a procedure was not possible in the Head Start PV evaluation because of resource limitations.

The interview procedure was converted to a Parent Questionnaire format, modified to meet the circumstances specific to Head Start; it was administered to the mothers who participated in the Spring testing of the Eight-Block Sort Task described earlier. This administration was carried out by a so-called "parent interviewer" who also assisted in the scheduling of the children in the Eight-Block Sort Task. The interviewer's task was to assist the mother in understanding the Parent Questionnaire instructions and, if illiteracy was suspected, actually to administer the questionnaire orally. Because of the need to keep the administration time within a one-hour limit, some shortening of the original home interview procedure used in Follow Through was made. The experiences gained in the Follow Through home interviewing were used in the formating of the Head Start Parent Questionnaire.

Classroom Information Form

Selected demographic information about the children and the families was obtained through the use of a Classroom Information Form that was distributed at each site for completion by the teachers and/or Head Start directors. These forms were to be available at the beginning of the year at the time parents enrolled their children, but in some locations the enrollment periods occurred during the summer. The items of information called for included: the child's date of birth, sex, and ethnic group; the educational level of the parents and their occupations and family income; the previous preschool experience of the child; the number of siblings with Head Start or Follow Through experience; and so forth.

The Classroom Information Form closely paralleled the demographic form used in Follow Through and profited from the earlier comments from the sponsors and Head Start. On the basis of the Follow Through evaluation experience, some difficulty was anticipated in obtaining completely filled out forms. Where possible, the mothers who participated in the Eight-Block Sort Task were asked to verify the information entered in the forms.

Sponsor Ratings of Teachers

In May 1970 each sponsor was requested to rate each teacher in his program according to how well the teacher had represented the program in class. Forms were provided to each sponsor that contained the names of each PV teacher whose class was tested. Ratings were to be made on a scale ranging from "Barely Acceptable" to "Completely Acceptable." (There was also a "Not Acceptable" category.) Ratings were to be made for three time periods: October 1, 1969; May 1, 1970; and with a prediction of performance for May 1, 1971.

Head Start Director Ratings of Teachers

The Head Start directors were requested to rate the teachers of the comparison classes according to how well they performed as Head Start teachers. Except for essential word changes, the form was similar to the one used by the sponsors. Since the names of the PV teachers were also shown on the forms sent to the Head Start directors, their ratings were also obtained.

Sponsor Reports on Implementation and Training

Detailed information on pre- and in-service training schedules and programs was provided by the sponsors, along with critical self-assessments on the problems and extent of program implementation. These reports, which were obtained by interview, correspondence, and telephone, also covered community, personnel, and coordination difficulties, and their impact on the first year of PV program implementation in Head Start.

Intensive Child Study

A pilot effort was initiated to study intensively two children from one site for each sponsor in order to identify characteristics of experience that are significant in the development of the child other than those measured in the SRI evaluation. A practical outcome was to be the specification of measures and procedures that could be implemented in the national assessment. This work was done under the direction of Dr. Laura Dittmann, Institute for Child Study, College of Education, University of Maryland. The report on these intensive case studies was submitted to SRI and transmitted to OCD.

Test Sample

The Office of Child Development (OCD), Head Start, selected eight of the more widely implemented Follow Through programs and offered one to each of two communities in which the program already existed in the early school grades under Follow Through support. The Head Start Centers that were so approached could either accept or reject the offered program but could not use an alternate. The locations in which the Follow Through program sponsors elected to offer their programs to Head Start were not picked randomly; rather, they generally reflected a sponsor's preference for areas in which implementation of his program was progressing without untoward difficulty. The sponsors and the communities in which the programs were accepted are shown in Table 2.

Within the Head Start PV communities, it was next necessary to identify with and coordinate a set of comparison groups that would satisfy certain requirements of comparability. In five instances it was impossible to locate comparison classes in the communities in which Head Start PV was being implemented, because all Head Start classes in these PV communities were sponsored. The communities affected and the off-site comparison communities are as follows:

Sponsor	Head Start PV Community	Off-Site Head Start Comparison Community
Nimnicht	Duluth, Minnesota	St. Cloud, Minnesota
Tucson	LaFayette, Georgia	Albany, Georgia
Tucson	Lakewood, New Jersey	Jersey City, New Jersey
Bushell	Oraibi, Arizona	Acoma, New Mexico
Weikart	Ft. Walton Beach, Florida	Pensacola, Florida

There were two criteria for selection of comparison Head Start classes. First, the Head Start classes should not be actively influenced by the Head Start PV program against which they would be compared, e.g., diffusion due to sharing the same facilities and other factors should be minimal. Second, the children should be scheduled to enter non-Follow Through public schools the following year so that they could continue to be used as comparisons in the follow-up studies.

Implementation of the Fall 1969 Testing

The Fall test period was initially scheduled by OCD, Head Start, to begin early in the first week of class in each center. Such timing would help ensure that the initial scores were as unaffected as possible by Head Start experience. The first days in the Head Start classes are full of commotion, uncertainties, and excitement as schedules, physical facilities, equipment, and teachers are brought into order. To avoid the general disruption of the first few days, testing was scheduled to begin the second week of class and to be completed in two weeks.

The starting date for the classes ranged from August 25 to October 15, 1969, with about half the communities starting right after Labor Day. The Fall pupil testing was completed during the period September 8 to October 21, 1969. The early testing proved to be very difficult for two reasons: (1) the communities were generally severely pressed to accomodate the testing during a period when the Center was still in the process of settling into its routine, and (2) the recruitment and scheduling of qualified Binet testers in many instances had to be accomplished when most of these testers were either on vacation or soon to be busy with college classes and registration. Because of these problems, testing was one week late in three sites and three weeks late in one site. All other sites were tested starting the second week of school.

The basic testing team consisted of persons with three kinds of qualifications. The first was a Binet-qualified tester who had proven expertise in the administration of the Stanford-Binet by virtue of completing a supervised course of instruction and administering tests under formal supervision. The Binet tester also administered the Eight-Block Sort Task for assessing mother-child interaction. Supplementing the Binet tester was a junior tester who was concerned with the administration of the NYU tests (Bk 3D and 4A), the PSI (Bk 5), and the Motor Inhibition tests. The term "Auxiliary Battery" is used to describe conveniently the tests given by the junior tester. Augmenting these two people was an aide whose tasks were to schedule the children to the Binet tester and the junior tester, to check the demographic data on the classroom information forms by consulting with parents who were waiting to participate in the Eight-Block Sort, and to care for the child whose mother was being instructed in the Eight-Block Sort procedure.

To ease the introduction of a stranger into the class, extensive use was made of locally hired testers and aides. Related to this issue is whether testers should be of the same ethnic background as those tested. It is possible that such matching would be advantageous to data collection efforts, but the ability to establish good rapport rapidly and consistently was considered more pertinent to effective testing than ethnic group affiliation. Although records were kept of the tester's age, sex, educational level, ethnic affiliation, and administrative proximity to the Head Start programs, these data have not be examined at this time in terms of their possible relationship to the pupils' test performance.

The junior tester and the aide were trained in their procedures by the Binet tester for one or two days (or longer if necessary) to gain proficiency in their procedures. Each Binet tester attended one of several coordination and training sessions conducted by SRI staff or field supervisors. The field supervisors were non-SRI personnel who were skilled and experienced in testing and test procedures; many held appointments as assistant or associate professor in colleges of education or departments of psychology. In preparation for the field work, these field supervisors attended a coordination meeting at SRI during August 1969. Training sessions for the testers were conducted at various locations around the country.

During the 1968-69 Follow Through evaluation, training sessions were held that included school district representatives, and these sessions proved to be a useful way to share with school personnel the purposes, means, and requirements of the testing and evaluation program. A similar view was held about the training sessions for the Head Start evaluation. The OCD Head Start staff made it possible for local persons to be reimbursed for travel and to receive a per diem while attending the training sessions.

It proved, however, to be very difficult to run training sessions when the audience was made up of persons experienced in testing techniques and also of parents or other community members who were well versed in the administration and objectives of Head Start but not in testing. Some technical discussions may have been very unsettling to the community people who were not fully aware of the content and purpose of all of the tests involved. The training session agenda was revised for the last session in an effort to avoid the apparent confusion on the part of community members who had attended previous sessions. The revision permitted the whole group to participate in general matters but later separated the testers into a technical detail work session and the community persons into a separate meeting to discuss the nature and meaning of the tests and the evaluation program without the distraction of the issues that were pertinent to detailed testing procedures. This agenda appeared to be much more productive than the initial one. Community participation is important, and the agenda should be responsive to these needs so that a full understanding of the evaluation activities can be carried back to the communities.

The primary goal for the training sessions was to instill in the testers the need to follow explicitly the test procedures so that the conditions of testing would be standardized. Each tester was provided with a tester's log in which he was to enter any anomaly in testing procedures.

Tests Administered

The numbers of tests completed in Fall 1969 are shown in Table 5.

Table 5

TESTS ADMINISTERED IN 1969-70

	Fall 1969	Spring 1970
Classroom Information Forms	2,647	
NYU Tests (Booklet 3D)	2,239	2,135
NYU Tests (Booklet 4A)	2,229	2,125
Preschool Inventory	2,209	2,130
Stanford-Binet	1,256	1,107
Motor Inhibition Test	2,231	2,135
Eight-Block Sort Task	978	815

IV SPRING 1970 TESTING ACTIVITIES

Planning and Coordination

To tighten up quality control procedures of the field activities, some changes in the test organization were instituted for the Spring testing. The basic change consisted of hiring site coordinators for each location. These site coordinators were qualified in Binet testing and were responsible for controlling and coordinating all the test activities in their locations. Their specific responsibilities included the selection and approval of the Binet testers, the Auxiliary Battery testers, and the Eight-Block Sort testers who were to work with them. They, along with the Head Start director, assisted in the identification of the trainees who were to participate in the CO training procedures. A five-day orientation meeting was conducted at SRI to ensure that all the procedures were fully understood and would be standardized among the site coordinators.

Each site coordinator had under his immediate jurisdiction a minimum of one Binet tester, an Eight-Block Sort tester, an Auxiliary Battery tester, and a second junior tester called a "parent interviewer." The parent interviewer was responsible for scheduling the parents for the Eight-Block Task and, while the mother was waiting for her participation in that task, for administering a parent questionnaire to the mother. The parent interviewer's presence was necessary to ensure that the mother understood the questions being asked; if the mother could not read, the parent interviewer administered the questionnaire in verbal form.

To reduce the number of outsiders testing the children, the Eight-Block Sort testers and classroom observers were locally recruited. However, the lack of qualified Binet testers made it necessary to use several who were moved into those sites where Binet testers could not be found.

In those locations where possible difficulties in test implementation were indicated, SRI staff visited the projects to give support and counsel to the site coordinators.

Spring testing was conducted during the three-week period beginning May 4, 1970. The closing day for the Head Start centers ranged from the end of May until late summer, with some year-round programs in continuous operation except for a brief interval in July or August. The scheduled test period avoided the closing activities of the last week of class in the case of centers that terminated early. Sufficient testers were used in each community to complete the testing within the three-week period. The classroom observations were conducted during the first three weeks of April 1970.

Implementation of the Spring 1970 Testing

The periods of testing are shown by week in Table 6. The first day of class ranged from August 25 in Site H to November 3 in Site C. In the case of the off-site comparisons for C and J, there was a difference in class-starting date of seven and six weeks, respectively. Testing was to be initiated the second week, but some delays occurred because of difficulties in obtaining testers (for example, in Site A) or because the classes were not fully functioning during the first week of school. The classroom observations were scheduled for a three-week period in April 1970. The observations in Site D were delayed one week because of scheduling difficulties. The pupil post-testing period was accomplished during May 1970 except for Site I, which had an early closing date, and for the comparison class in Site J, which were delayed because of a scheduling problem of Binet testers. The representations in Table 6 are approximate because the symbol for testing (T) is entered even though only the first or last day(s) of a week was (were) used. The delay in fall testing at Site J was caused by the need to replace the testing personnel.

Test Administered

The number of tests completed in Spring 1970 are shown in Table 5.

Table 6

TESTING SCHEDULE
1969-1970

		September					October				November			April				May				June	
Site*	25	2	8	15	22	29	6	13	20	27	3	10	17	6	13	20	27	4	11	18	25	1	8
A		•				T	T	T						O	O			T	T	T			
▨		•				T	T	T							O	O			T	T			
B		•	T	T										O	O			T	T	T			
▨			•	T	T	T	T								O	O		T	T	T			
C											•	T	T					T	T	T			
▨				•		T	T											T	T	T			
D						•	T	T	T	T					O	O	O	T	T	T			
E				•		T	T	T										T	T	T			
F			•		T	T	T	T						O	O	O		T	T	T			
G		•		T	T	T												T	T	T			
H	•		T	T	T													T	T	T			
▨		•	T	T	T													T	T	T			
I						•	T	T						O	O	O	T	T	T				
J		•					T	T						O	O			T	T				
▨								•	T	T	T	T			O	O					T	T	T
K						•		T	T	T								T	T	T			
L			•	T	T									O	O	O		T	T	T			
M		•	T	T	T													T	T	T	T		
N				•		T	T	T	T					O	O	O		T	T	T			
O				•		T	T	T										T	T	T			

Legend:
• First week of class
T - Weeks in which testing occurred
O - Classroom observations
▨ Off-site comparison classes

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* Site identification cannot be given because such information would help identify locations evaluated in the Interim Report and thus expose the community recoding system used.

V FALL 1970 TESTING ACTIVITIES

Planning and Coordination

The composition of the Fall 1970 test battery was predicated on two major considerations: maintaining a comparability and integration with the test battery being used in the Follow Through evaluation and maintaining a continuity with the experiences from the Head Start Planned Variation evaluation of the first year and related studies.

Tests and Measures Used

Preacademic Tests

The NYU Early Childhood test battery was represented by Booklet 3D, which includes the subscales pre-science, pre-math, and prepositions, and Booklet 4A, which includes numerals, alphabet, and shape names. Beginning in 1968 these subscales were assembled into three randomly generated forms known as 3A, 3B, 3C, and 4A, 4B, 4C in an effort to reduce the overall testing time for any child in the SRI Follow Through Evaluation Project. One-third of each class took one of the forms, A, B, or C. In the fall of 1969, Follow Through had altered its test battery and arranged the NYU tests in two equivalent forms, G and H. Since the subtests contained in Booklet 3 proved to be too easy for the Spring assessment of first graders, this booklet was eliminated from the Follow Through battery although it was retained as appropriate for the Head Start Evaluation. For the Head Start test battery in the fall of 1969, however, a careful examination was made of the test results at the kindergarten level in Follow Through. From these data it was concluded that the best scales for Booklet 3 could be assembled from form 3A and 3B and these were combined to comprise Booklet 3D. The subscales in Booklet 4 showed a sufficient ceiling throughout the various forms that it was possible to select 4A for inclusion in the Head Start battery.

In the fall of 1970 the Follow Through test package was reconstituted to reduce the number of individual types of tests; items or subtests that were common in nature were combined. For example, a linguistics area was identified through analyses made within the Follow Through data and substantiated through factor analysis. In Booklet 4 of the NYU Early Childhood tests, 21 items had been included in the Follow Through Fall test battery. Twelve of these items are concerned with the alphabet subtest and of these 12, five derive from Booklet 4A used in the Head Start battery. The surviving items from Booklet 4A that were included in the Follow Through and the Head Start battery for fall 1970 are shown in Table 7.

Table 7

NUMBER OF NYU SUBTEST ITEMS UNDER FOLLOW THROUGH AND HEAD START

		NYU Subtest		
	Booklet	Alphabet	Numerals	Shape Names
1968-69	4A	9	6	3
	4B	9	6	3
	4C	9	6	3
1969-70	4G	13	9	0
	4H	13	9	0
1970-71	K2	12	0	0
	K3	0	9	0
	F2	12	8	0
1969-70 and Fall '70 Bk 4A (Head Start PV)		9	6	3
Number of items common to Follow Through and Head Start		5	4	0

The items selected for the Follow Through Booklet 4 were those that had the highest correlation with the factor-grouping scores. The presence of items common to both the Head Start and the Follow Through tests can assist in tracking the progress of the students as they emerge from Head Start and enter the Follow Through program. A choice had to be made between substituting the current Follow Through test items for Booklet 4A of the Head Start evaluation in 1969-70 or retaining Booklet 4A in its entirety to maximize the equivalence of the test results in two successive Head Start evaluations. The latter course of action was judged to be the more useful one for the particular benefits of the current Head Start evaluation.

No changes were made in Booklet 3D and, although it was no longer used in Follow Through because of the tendency of children to top out, it was retained for Head Start.

Cognitive Development

Preschool Inventory (PSI) Test--The 1968, sixty-four-item version of the PSI used in the 1969-70 Head Start evaluation was retained in its entirety for the current year. In Follow Through, although all the items were being administered, they were spread through several different test formats so that the various collections of test items could retain the homogeneity desired for Follow Through.

Stanford-Binet Intelligence Scale--In addition to the normal scoring of the Binet, a Hertzig-Birch Response Style coding was used. It is described below.

Motivational/Developmental Tests

Motor Inhibition--Several dissatisfactions had been voiced about the use of the Motor Inhibition tests in the ETS evaluation by Dr. Virginia Shipman and from SRI's experiences of the previous year. ETS had difficulty with the truck pull because of mechanical troubles, but this was not the case in the SRI evaluation in which the winding mechanism had been improved so that it would function effectively. Both ETS and SRI observed that in the beam-walking test the demonstration trial made by the tester tended to set the tempo for the child's first trial. And finally, the scoring of the line drawing seemed to have a great deal of inaccuracy because of the premium placed on stopwatch handling by the testers for an event that took but a few seconds to be completed.

These objections were overcome in very practical ways. The demonstration walk by the tester was eliminated to prevent establishing a tempo for the children, and more adequate instruction to the testers on the operation of stopwatches was incorporated to eliminate the past difficulties in obtaining line drawing times. Although these corrections were made, they avoided the main difficulty of the Motor Inhibition tasks that concerned the establishment of whether a child had understood the concept of "slowly." Two preliminary items were added to the Motor Inhibition tests that required the child to indicate whether he understood the concept of "slower." It was done by the tester presenting the child with two different tasks, one done slowly and one done more quickly. The order of the "slower" presentation was alternated, and if the child failed to get each of these items correct, it was assumed that he did not understand the slow concept. These test scores can thus be processed separately or ignored. During the course of the Fall testing the SRI Field Supervisors observed that in many instances the tester presented the practice items in such a way that it was almost impossible for a child to discriminate a slow trial. It was subsequently decided to include all the Motor Inhibition scores in the data bank so that two summaries of the test performance could be examined: the first to include all children who took the test and the second to include only those children who gave correct responses to the two predetermining (or practice) items.

Some consideration was given to altering the administration procedures for the Motor Inhibition test, but since ETS had greatly reduced its evaluation program, the procedure specified by Dr. Maccoby et al.* was followed closely. She reported reliabilities of the "slowly" trial of .77 for line drawing, .81 for truck pull, and .87 for beam walking--cogent reason for following the procedures established by Maccoby.

Birch Scoring of the Binet--Before the Fall testing, a very profitable coordinating meeting was held with Ruth Silverstein from UCLA who had been involved in the previous uses of the Birch scoring in Head Start evaluations. Her counsel helped confirm the appropriateness of the use of the Birch scoring, and she was in agreement that the supplementary worksheet that had been prepared by SRI and been given copyright release approval by the publisher was an effective and accurate means for implementing and recording the Birch scoring procedures. Parenthetically, it might be mentioned that some of the more useful applications of the Birch scoring were expected to come from its application to other tests in the Head Start battery in addition to the Binet. These applications and procedures were to be considered in the Spring test period.

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* Ibid.

Ethnic Heritage Tests

Ethnic Heritage tests were developed for SRI by Dr. Edward Barnes for black children and by Dr. Manual Ramirez for Mexican-American children. The proofs of these tests were not received until the very last moment because of an accident to the graduate student working for Dr. Barnes and the pretest effort associated with Dr. Rameriz' work.

Copies of the tests for black children, Children's Cultural Awareness Scale (CCAS), and for Mexican-American children, Ethnic Identity Questionnaire (EIQ), were sent to each Head Start director with a covering memo soliciting advice on the appropriateness of administering the tests in her community (a copy of this memo of September 4, 1970, is shown in Appendix C). Approximately half the Head Start directors, after consultation with their PAC chairman, concurred in the desire to have the tests administered to the children. The communities that finally administered the Ethnic Heritage tests are shown in Table 8.

Classroom/Parent Demographic Information

The Classroom Information Form was slightly modified from the first year to avoid some difficulties in administration experienced at that time. It provided information similar to that gathered in 1969-70 in Head Start and Follow Through and paralleled the form used in Follow Through.

California Preschool Social Competency Scale

This test is a set of ratings on 43 different traits that each PV and comparison teacher made on the children in her class during the testing period.

Classroom Observation Procedures

It was initially proposed that the SRI Classroom Observation Procedure be used in three PV and three comparison classrooms in each of the Level II and Level III communities. The number of classrooms to be observed was raised from three to four (maximum), i.e., to observe each class in which pupil testing was done, because the percentage increase in the cost of observing an additional class was minimal after the expenses of the training and various logistical efforts had been committed. In view of some planned savings in the training costs projected in August 1970, the plan for four classes was incorporated with no additional costs being incurred by the contract.

Table 8

COMMUNITY TESTING LEVELS FOR FALL 1970

Sponsor	Code	Community	Level	CCAS	EIQ
Nimnicht	02.02	Buffalo	I		
	02.04	Duluth	III	X	X
	"	St. Cloud	III		
	02.05	Fresno	III	X	X
	02.09	Salt Lake	I		
	02.13	Tacoma	II	X	
Tucson	03.08	LaFayette	III		
	"	Albany	III	X	
	03.09	Lakewood	I		
	03.16	Lincoln	III		
Bank Street	05.01	Boulder	III		
	05.10	Tuskegee	I		
	05.11	Wilmington	II	X	
	"	DeLaWar	II	X	
	05.12	Elmira	III	X	X
Becker & Englemann	07.03	E. St. Louis	III		
	07.11	Tupelo	III		
	07.14	E. Las Vegas, NM	II		X
	"	W. Las Vegas, NM	II		X
Bushell	08.02	Oraibi	III		
	"	Acoma	III		
	08.04	Portageville	III		
	08.08	Mounds, Ill.	II		
Weikart	09.02	Ft. Walton Bch	III		
	"	Pensacola	III	X	
	09.04	Central Oz	I		
	09.06	Greeley	III		X
	09.10	Seattle	II	X	X
Gordon	10.01	Jacksonville	I		
	10.02	Jonesboro	III	X	X
	10.07	Chattanooga	III	X	
	10.10	Houston	II		

Table 8 (Concluded)

Sponsor	Code	Community	Level	CCAS	EIQ
EDC	11.05	Washington	III	X	X
	11.06	Paterson	II		
	11.08	Johnston Co	III		
Pittsburgh	12.03	Lock Haven	III	X	X
	"	Mifflenburg	III	X	X
REC	20.01	Kansas City	III		
N.Y.U	26.01	St. Thomas, VI	III		
Enabler	27.04	Billings	II	X	X
	27.05	Colorado Sp	II	X	
	27.03	Bellows Falls	II	X	X
	27.02	Newburgh	I		
	27.01	Puerto Rico	I		

Fall 1970 testing done for Levels I, II, and III

Tests	Testing Level		
	I	II	III
Classroom Information Form	X	X	X
Calif. Preschool Social Competency Scale	X	X	X
Auxiliary Battery		X	X
NYU (Bk 3D, 4A)			
PSI (Bk 5)			
Motor Inhibition			
Ethnic Heritage Tests		X	X
Children's Cultural Awareness Scale			
Ethnic Identity Questionnaire			
Classroom Observations		X	X
Stanford-Binet with Birch Scoring			X

Note: "Off-site" communities are marked with " in the code column.

On the basis of the experiences of last spring and the analyses made for the first year report, some slight modifications and additions were made to the Classroom Observation procedures. In view of the vast amount of data collected during the course of these observations, an automated procedure for data processing was instituted. Through the services of the National Computer Systems, Incorporated, Minneapolis, Minnesota, a procedure for optical scanning of the Classroom Observation records was planned, developed, and implemented. The classroom observation procedures were used identically for Head Start and Follow Through, and the preparation costs were shared equitably.

Intensive Child Studies by the University of Maryland

The subcontract with the University of Maryland for 1969-70 for the intensive study of selected children as requested by OCD was extended for 1970-71. A very slight delay was experienced in the initial round of interviews because of the delay in approval of the amendment to the SRI contract that included funds for the University of Maryland effort. However, in order not to unduly delay the initiation of this effort, the Institute for Child Study at the University of Maryland went ahead with its first round of interviews. As of December 9, 1970, the financial arrangements with the University of Maryland were completed.

The communities that were selected for the intensive child study were as follows:

Sponsor	Community	Level
Nimnicht	Duluth, Minnesota	III
Tucson	Lincoln, Nebraska	III
Bank Street	Wilmington, Delaware	II
Becker-Englemann	E. St. Louis, Illinois	III
Bushell	Oraibi, Arizona	III
Weikart	Greeley, Colorado	III
Gordon	Chattanooga, Tennessee	III
EDC	Washington, D.C.	III
Pittsburgh	Lock Haven, Pennsylvania	III
REC	Kansas City, Missouri	III
NYU	St. Thomas, Virgin Islands	III
Enabler	Colorado Springs, Colorado	II
	Bellows Falls, Vermont	II

A report on this work was received and submitted to OCD.

Test Sample

From the visits made by OCD Head Start staff during May 1970, reports were available for each of the Head Start PV communities on the expected number of centers, classes, and children and their ages and ethnic background. At the suggestion of OCD, follow-up telephone calls were made by SRI in June and July to obtain the most recent information possible so that the classes to be tested could be selected and comparison groups could be identified. Because of a lack of match by age and ethnic backgrounds in some communities, it was necessary to make double duty of specific comparison groups. From the data available from the various PV communities, class selections were made (up to a maximum of four PV and four comparison classes) wherein the age and racial makeup were as nearly similar as possible. Where practical, random selection procedures were employed to select the classes for testing, but the opportunities for employing random selection procedures were very restricted. The first summary thus completed showed that slightly more than 70 percent of the children were black, but, since this was considerably greater than the proportion of black children in Head Start nationally, OCD required SRI to modify this sampling to achieve more nearly a 50-percent maximum figure for black children. The revised sample and expected characteristics were sent to OCD in the memo on the Progress of the Fall Testing, dated September 28, 1970.

Both the Head Start directors and the Head Start consultants were very effective in communicating the problems concerning candidate comparison groups in time to respond to these considerations. Two examples are illustrative. In Colorado Springs (an Enabler Model) the guidance by both the Head Start director and Jean Randlett (Region VIII) prevented having a confounded comparison. In Seattle it was learned with chagrin that again Weikart was distributing his program throughout the area, and thus the initial comparison groups that were identified turned out to be under the influence of that program. Attempts were made to use the Satellite program, the Neighborhood House Program, and KAMP centers, but each of these was involved with the Englemann-Becker program. The site coordinator in Seattle found a set of comparison classes being run under the model cities program (Sadies Day Care) that were free of the Englemann-Becker influence.

Off-Site Comparisons

A comparison group is designated as off-site when (1) there is a different Head Start director and separate site coordinators, as found in St. Cloud, Minnesota, Albany, Georgia, Acoma, New Mexico, and

Pensacola, Florida; and (2) there is a different Head Start director, but the PV community is sufficiently close that the one site coordinator and the testers can conveniently cover both places, as found in De La War, Delaware, W. Las Vegas, New Mexico, and Mifflenburgh, Pennsylvania.

Testing Levels for the Communities

The communities were assigned to one of three levels of testing. Level III communities received the whole test battery and data collection effort. Level II received all but the Binet and the Birch scoring. Level I received no pupil testing and only the Classroom Information Forms and the California Preschool Social Competency Scale were administered. Table 8 shows the levels of each of the communities and the composition of the test battery for each of the levels.

The number of PV communities and off-site comparisons in each test level differed slightly from the basis used in the July 23, 1970, proposal. The expected and actual numbers of communities in these categories were as follows:

	Expected		Actual	
Testing Level	PV Communities	Off-Site Comparisons	PV Communities	Off-Site Comparisons
I	12	0	8	0
II	8	0	11	2
III	19	5	18	5
Total	39	5	37	7

Implementation of the Fall 1970 Testing

Selection and Training of the Field Organization

To achieve the best possible coordination, training, and supervision of the testing personnel, site coordinators were identified for each of the communities involved in the PV evaluation (37 PV plus 4 of the off-site comparison communities). Each Head Start director was asked to recommend candidate site coordinators who were members of the community, who were predicted to be able to work within the context of the Head Start programs in the community, and who satisfied the minimum requirements established by the project team. Each candidate's credentials were then reviewed by the project team. On return to their communities after their training session, the site coordinators were to locate the necessary number of Auxiliary Battery testers, Binet testers, and the Classroom Observer. To assist them, SRI provided the site coordinators with names of testers who had been employed in 1969 and who had performed satisfactorily.

Since the job specifications for the site coordinators did not include Binet testing qualifications required by OCD in the spring of 1970, it proved eminently easier to fill the positions of the site coordinators, especially in those areas where Binet testers did not exist. One disadvantage of the level of professional preparation of the site coordinators used in Fall 1970 testing was the general lack of qualification in early childhood education, and, although this would appear to be a desirable quality and one which OCD Head Start has enjoined SRI to satisfy, the availability of such qualified people is limited considering the remuneration that could be offered. In any event, it was imperative that the site coordinator be able to train and manage a field team--traits not always found in child specialists.

The training and coordination session for the site coordinators was held in Menlo Park on August 17-19, and a second session was held in Colorado Springs on September 18-19 for the Enabler Model site coordinators who could not be identified in time for the Menlo Park meeting. The Billings, Montana, Head Start Center delayed its opening until October 28 because of its need to resolve some administrative problems in the community, and the Newburgh, New York, Head Start Center had not been scheduled for coordination meetings with the Enabler consultant until September 14, even though the children had started their classes before that. Scheduling difficulties prevented the site coordinator from Newburgh, New York, from attending the makeup session in Colorado Springs, and she was subsequently trained by one of the SRI project team Field Supervisors during September. In St. Cloud, SRI provided the site coordinator.

Training for the Binet testers occurred in two locations: in Atlanta on August 31 and in Chicago on September 2. These sessions required one full day for a review of the Head Start evaluation procedures and detailed instructions on the application of the Birch scoring procedures as applied to the Binet.

The classroom observer training was carried out during three different weeks: beginning September 14 in New York, September 21 in Atlanta, and September 28 in Denver. The communities whose Binet testers and classroom observers attended these various training sessions are shown in Table 9. For the classroom observer training, a whole week of instruction was necessary. On the second and fourth day of the training week, the observers

Table 9

TRAINING SESSIONS FOR FALL 1970

				Location					
				Binet			Classroom Observations		
Sponsor	Code	Community	Level	ATL	CHI	Local	NYC	ATL	DEN
Nimnicht	02.02	Buffalo	I						
	02.04	Duluth	III			X	X		
	" *	St. Cloud	III		X				X
	02.05	Fresno	III		X				X
	02.09	Salt Lake	I						
	02.13	Tacoma	II						X
Tucson	03.08	LaFayette	III			X		X	
	"	Albany	III	X				X	
	03.09	Lakewood	I						
	03.16	Lincoln	III		X				X
Bank Street	05.01	Boulder	III		X				X
	05.10	Tuskegee	I						
	05.11	Wilmington	II						
	"	DeLaWar	II				X		
	05.12	Elmira	III	X			X		
Becker and Englemann	07.03	E. St. Louis	III		X			X	
	07.11	Tupelo	III			X		X	
	07.14	E. Las Vegas, NM	II						
	"	W. Las Vegas, NM	II						
Bushell	08.02	Oraibi	III		X	X			X
	"	Acoma	III						
	08.04	Portageville	III		X	X			X
	08.08	Mounds, Ill.	II					X	
Weikart	09.02	Ft. Walton Bch	III	X				X	
	"	Pensacola	III	X					
	09.04	Central Oz	I						
	09.06	Greeley	III			X			X
	09.10	Seattle	II						X
Gordon	10.01	Jacksonville	I						
	10.02	Jonesboro	III		X			X	
	10.07	Chattanooga	III	X				X	
	10.10	Houston	II						X
EDC	11.05	Washington	III		X	X	X		
	11.06	Paterson	II				X		
	11.08	Johnston Co	III	X				X	
Pittsburgh	12.03	Lock Haven	III	X			X		
	"	Mifflenburg	III						
REC	20.01	Kansas City	III		X	X			X
N.Y.U.	26.01	St. Thomas, VI	III		X				
Enabler	27.04	Billings	II						X
	27.05	Colorado Sp	II						X
	27.03	Bellows Falls	II					X	
	27.02	Newburgh	I						
	27.01	Puerto Rico	I						

Key: ATL = Atlanta CHI = Chicago NYC = New York City DEN = Denver

* Ditto marks indicate off-site communities.

entered Head Start classes for actual observation of ongoing Head Start programs and immediate review following this observation. Two important features of the Classroom Observation training sessions merit comment: the first is that each attendee must commit to memory the 36 codes that are used in the Classroom Observation procedure and each must be tested and checked out by the site coordinator before her attendance at the training session. During the last day of the training a final examination is given to the trainees and they must score at an 80-percent level of agreement with the established coding standard on the final examination test tape to qualify as observers for the Head Start evaluation. Since the financial investment in and the personal involvement of the classroom observer trainee is huge, a preliminary examination is arranged on the third day of the training session to identify those who need specific, intensive instruction before the final examination because, with the tight test schedule, it is almost impossible to arrange for a substitute to be trained.

Field Supervision by the Project Staff

One of the most important activities in which the project staff engaged was the personal supervision of the procedures and environment of the testing in each community early in the test program. To implement this objective several of the project staff became roving ambassadors from Menlo Park and attempted to appear in each community during the first and second days of the implementation of the testing to make a final check on the efficacy of the test procedures, handle any difficulties of community coordination, and, most importantly, represent to the Head Start director and the community the image of the project team at SRI in Menlo Park. This last role was a most important function of the trips made by the field supervision staff because, until someone from SRI appeared in the community, all the arrangements had been made on the faith of phone calls and memoranda.

Test Schedule

The periods when testing occurred in each site are shown in Table 10.

Tests Administered

The number of tests administered to the children in the 43 communities is shown in Table 11. The numbers entered under Classroom Information Form indicate the maximum number of children that it was possible to

Table 10

FALL 1970 TESTING DATES

Sponsor	Code	Community	Level	Aug	Sept				Oct				Nov		SRI
				31	8	14	21	28	5	12	19	26	2	9	Visitor
Nimnicht	02.02	Buffalo	I			S									--
	02.04	Duluth	III				S	T				O			CS
	" *	St. Cloud	III				T				O				CS
	02.05	Fresno	III				T				O				PB
	02.09	Salt Lake	I				S								--
	02.13	Tacoma	II			T				O					PB
Tucson	03.08	LaFayette	III		T				O						BS
	"	Albany	III					T				O			CS
	03.09	Lakewood	I							S					--
	03.16	Lincoln	III			T				O					PB
Bank Street	05.01	Boulder	III							T				O	AS
	05.10	Tuskegee	I					S							--
	05.11	Wilmington	II						T				O		BS
	"	DeLaWar	II					T				O			BS
	05.12	Elmira	III			T				O					KE
Becker & Englemann	07.03	E. St. Louis	III		T				O						CS
	07.11	Tupelo	III			T				O					KE
	07.14	E. Las Vegas, NM	II					T				O			AS
	"	W. Las Vegas, NM	II		T				O						AS
Bushell	08.02	Oraibi	III		T				O						AS
	"	Acoma	III		T							O			AS
	08.04	Portageville	III							T				O	KE
	08.08	Mounds, Ill.	II			T				O					CS
Weikart	09.02	Ft. Walton Bch	III			T				O					BS
	"	Pensacola	III		T				O						BS
	09.04	Central Oz	I	S											--
	09.06	Greeley	III				T				O				KE
	09.10	Seattle	II					T			O				PB
Gordon	10.01	Jacksonville	I					S							--
	10.02	Jonesboro	III				T				O				CS
	10.07	Chattanooga	III				T				O				CS
	10.10	Houston	II			T				O					AS
EDC	11.05	Washington	III					T				O			BS
	11.06	Paterson	II					T				O			KE
	11.08	Johnston Co	III				S	T				O			KE
Pittsburgh	12.03	Lock Haven	III		T				O						KE
	"	Mifflenburg	III				T				O				KE
REC	20.01	Kansas City	III						T				O		CS
N.Y.U.	26.01	St. Thomas, VI	III					S		T				O	KE
Enabler	27.04	Billings	II										T	O[†]	CS
	27.05	Colorado Sp	II				T			O					KE
	27.03	Bellows Falls	II							T				O	KE
	27.02	Newburgh	I		S										KE
	27.01	Puerto Rico	I	S											--

	Level			
	I	II	III	Total
Projects	8	11	18	37
Off-Site Comp	0	1	5	6
Total	8	12	23	43

Key: S = class starts T = testing starts O = Classroom Observation starts

[*] Ditto marks indicate off-site communities.

[†] Observation was December 1.

Table 11

TESTS ADMINISTERED IN FALL 1970

SPONSOR	CODE	COMMUNITY	CIF	CPSC	AUX. BATTERY				BMET	EIQ	CCAS	8-BK	PIF
					3D	4A	PSI	MI					
BUSHELL	08.02	ORAIBI ARIZONA	137	134	112	112	112	112	61	0	0	0	0
	08.04	PORTAGEVILLE MI	128	124	120	119	121	120	67	0	0	0	0
	08.08	MOUNDS ILL	92	92	70	70	70	70	0	0	0	0	0
NIMNICHT	02.02	BUFFALO NEW YOR	152	152	0	0	0	0	0	0	0	0	0
	02.04	DULUTH MINNESO	180	172	94	93	92	92	59	38	38	0	0
	02.05	FRESNO CALIF	68	67	61	60	61	61	29	7	53	0	0
	02.09	SALT LAKE CITY	96	96	0	0	0	0	0	0	0	0	0
	02.13	TACOMA WASHINGT	103	102	54	53	54	54	0	0	53	0	0
TUCSON	03.08	LAFAYETTE GEOR	424	414	153	153	153	154	70	0	75	0	0
	03.09	LAKEWOOD NEW JE	119	116	0	0	0	0	0	0	0	0	0
	03.16	LINCOLN NEBRASK	142	140	81	81	81	80	43	0	0	0	0
BANK STREET	05.01	BOULDER COLORAD	72	72	63	58	65	65	39	0	0	0	0
	05.10	TUSKEGEE	249	249	0	0	0	0	0	0	0	0	0
	05.11	WILMINGTON DELA	210	201	116	117	116	116	0	0	114	0	0
	05.12	ELMIRA NEW YOR	156	146	87	85	88	88	47	83	84	0	0
BECKER ENGLEMAN	07.03	EAST ST LOUIS I	302	302	152	153	153	153	91	0	0	0	0
	07.11	TUPELO MISSISSI	155	154	148	149	149	149	80	0	0	0	0
	07.14	E.LAS VEGAS NM	187	149	129	129	129	127	0	129	0	0	0
WEIKART	09.02	OKALOOSA FLORI	148	143	110	110	110	110	66	0	52	0	0
	09.04	CENTRAL OZARKS	248	248	0	0	0	0	0	0	0	0	0
	09.06	GREELEY COLORAD	109	101	84	83	86	84	50	26	0	0	0
	09.10	SEATTLE WASHING	115	114	88	89	90	89	0	89	89	0	0
GORDON	10.01	JACKSONVILLE FL	56	55	0	0	0	0	0	0	0	0	0
	10.02	JONESBORO ARK	105	100	99	98	97	99	54	98	98	0	0
	10.07	CHATTANOOGA TEN	226	219	125	124	125	125	72	0	125	0	0
	10.10	HOUSTON TEXAS	138	132	111	111	113	113	0	0	0	0	0
EDC	11.05	WASHINGTON D.C.	119	116	84	84	84	84	58	81	83	0	0
	11.06	PATERSON NEW JE	141	132	93	92	95	94	0	0	0	0	0
	11.08	JOHNSTON CO.N.C	172	172	136	136	136	136	73	0	0	0	0
PITTSBURGH	12.03	LOCK HAVEN PENN	162	160	96	96	94	94	56	80	80	0	0
REC	20.01	KANSAS CITY MO	146	146	66	66	66	66	38	0	0	0	0
NYU	26.01	VIRGIN ISLANDS	238	110	0	0	0	0	0	0	0	0	0
ENABLER	27.01	PUERTO RICO	90	90	0	0	0	0	0	0	0	0	0
	27.02	NEWBURGH NEW YO	130	125	0	0	0	0	0	0	0	0	0
	27.03	BELLOWS FALLS	97	90	54	54	54	54	0	54	54	0	0
	27.04	BILLINGS MONTA	67	67	54	54	54	54	0	54	54	0	0
	27.05	COLORADO SPRING	88	88	53	51	55	54	0	0	51	0	0
TOTALS	ALL		5567	5290	2693	2680	2703	2697	1053	739	1103	0	0

test. Reductions in this number were due to elimination of the children from the program for various reasons or to difficulties in the scheduling of the children for the tests. Although the Auxiliary Battery was given in one session to each child, occasionally the tests were incomplete because of difficulties of test administration or the unwillingness of the child to complete the test battery. The numbers shown are the maximum number of children who completed tests that were acceptable for entry into the data bank.

VI SPRING 1971 TESTING ACTIVITIES

Planning and Coordination

In lieu of a general site coordinator meeting that was not included in the budget, detailed supplementary instructions were sent to each site. These are shown in Appendix G.

A panel of experts from Michigan State University was charged by OCD to visit SRI to review the Planned Variation Evaluation program, its data processing procedures, and related issues. This panel was composed of Dr. Robert L. Green, Lawrence W. Lezotte, and John H. Schweitzer. Their report, which was based on their brief visit on March 15-16, 1971, was sent directly to OCD. Because it contained several inaccuracies, the executive director of the Urban and Social Systems Division at SRI submitted a clarifying letter to OCD on April 1, 1971. This letter is shown in Appendix D.

Tests and Measures Used

Pupil Tests

The test battery used in Fall 1970 was repeated in the Spring of 1971.

Teacher Ratings

Ratings of the teachers were obtained by the Head Start directors in terms of how well they performed as Head Start teachers. These forms were submitted to the Head Start director in February with a request that the ratings encompass the teachers' performance in October, their performance in February, and a prediction of their performance in May, 1971. In the late spring teacher ratings were again requested of the Head Start directors. At this time the request was made that the directors rate the teachers on their performance during May with a prediction as to how well they would perform the following September. A form similar to this and comparable instructions were sent to the Planned Variation sponsors, except the instructions in this case were for the sponsors to rate their teachers on how well their teachers performed in implementing the model.

Class Observations

Training for the class observers for Level II and Level III sites was conducted in the first half of March 1971. New and replacement observers received a full five-day training program, and refresher courses of one day were scheduled for observers who had worked in the fall of 1970. Those observers in Level III who had been trained in classroom observation were to be retained for the Eight-Block Sort test to be given in the spring of 1971. The dates and locations of these training sessions were as follows:

Date	Place	Training Type
March 1-3	Denver, Col.	Refresher plus Eight-Block Task
March 3	Atlanta, Ga.	Refresher
March 4-5	Atlanta, Ga.	Eight-Block Task
March 8-11	Atlanta, Ga.	Full course
March 12-13	Atlanta, Ga.	Eight-Block Task
March 4	Philadelphia, Pa.	Refresher
March 8-11	Philadelphia, Pa.	Full course
March 12-13	Philadelphia, Pa.	Eight-Block Task

Eight-Block Sort, Mother/Child Interaction Test (Level III Only)

The Eight-Block Sort test was not administered in the fall of 1970 but was included in the Spring testing according to the test plan. Only the mothers of the children who did not take the Binet could participate in the Eight-Block Sort Task. The scheduling of the mothers was to be arranged by the site coordinators, which avoided any involvement on the part of the Head Start director or her staff. To maintain a reasonable schedule of testing it was necessary for the Eight-Block testing to begin at times before the pupil testing. As indicated above, the class observers were used for the Eight-Block Sort to capitalize on the type of training they had received for the Classroom Observation instrument. These classroom observers received full training in the administration and scoring of the Eight-Block Sort test and were prepared to instruct an Eight-Block trainer at the home site so that the Eight-Block trainer could teach the mother the task to be done. This procedure was chosen because the observer was highly trained to record interactions and she could most effectively score the testing. In addition, it was possible to reduce the travel cost of the Eight-Block training sessions.

Parent Information Form (Level III Only)

When the mother appeared for the Eight-Block Sort Task, she was presented with a Parent Information Form (PIF) that was to be completed before she left. A Spanish version of the form was prepared and available for those mothers who could speak Spanish only.

The Parent Information Form was submitted to OCD for review and comment. The final version was sent to the Head Start directors for comment following consultation with their PAC Chairmen on the format and content. The Head Start directors were encouraged to identify any portion of the PIF that they or the PAC felt was inappropriate so that alterations could be made. Although the PIF had been submitted to some field trials at Menlo Park before submission to the Head Start directors, it still was felt necessary to request their comments and to be responsive to the particular needs of the various communities. This version of the PIF had been greatly reduced in size over that of the first year to ensure that parents would complete it. It required only from 20 to 40 minutes to complete, depending on the reading speed of the mother. In the event that the mother was unable to read English, the tester (who was called the parent interviewer for administrative convenience) was instructed to solicit very gently the information that the mother could not cope with the English language and to offer her assistance in reading the items. A degree of awkwardness occurred at this point since the instruction to the parent interviewer was to present the information form to the parent for completion and to have the parent insert her completed forms in an envelope after she had reviewed her answers to be sure that she had answered every question, to seal it. The use of the sealed envelope was to assure the parent of the confidentiality of her answers. If the parent was unable to read, the interviewers were instructed to make a verbal presentation of the items. The tester who presented the PIF to the parent had been admonished to protect carefully the feelings of those parents who were unable to read.

In view of the extra time that the mothers must spend in completing the PIF and the expenses incurred for baby-sitting or taking time from their jobs, an honorarium of $3.00 was provided for each mother who completed the information form. The money was given in cash when the task was completed to avoid the delay of payment by check.

Teacher and Aide Information Form (Levels I, II, and III)

A revision in the Spring 1970 Teacher Questionnaire was submitted to OCD for review and approval, along with the shortened, modified version to be given to the teachers' aides. This Teacher and/or Aide

Information Form was also made available in a Spanish version for the convenience of those who preferred to read the questions in Spanish rather than in English. It is interesting to note that only four aides availed themselves of this opportunity to take this Spanish version of the Aide Questionnaire Information Form (and only two used the Spanish PIF). The Teacher and Aide Information Forms were sent to the Head Start directors for review (with their PAC chairman) to identify the questions that they felt were inappropriate to their own communities. A request was made for them to send their criticisms to SRI so that questions could be eliminated or altered to satisfy the requirements of the various communities. Although the revised information forms for teachers and teachers aides had been given to Head Start teachers in the Menlo Park area for criticisms and several changes had been incorporated, there was still a need to submit the questions to the particular communities in the PV evaluation to eliminate items that imposed on the privacy of the teachers and aides. The Teacher and Aide Questionnaires were distributed by the SRI site coordinators during the testing period, along with the necessary supplementary instructions and stamped envelopes to be used for direct mailing back to SRI of the completed questionnaires. In this way it was possible to maintain the privacy of the teacher and aide responses.

Ethnic Heritage Tests (Levels II and III)

The children's cultural awareness scale and the ethnic identity questionnaire that had been administered in fall 1970 were again offered to the communities for use during the Spring testing. Those communities where the Head Start director gave permission had one or both of these tests administered. As with the preparations for the fall presentation of these instruments, the Head Start directors were again requested to confer with their PAC chairman to decide if one or both tests should be given to the children. Approximately half the communities agreed to the presentation of the ethnic heritage tests.

Classroom Information Form (CIF)

Communities were provided with computer printouts of copies of the CIF data from Fall 1970 tests, with instructions to complete indicated missing information and to add certain data not available in the fall, i.e., the transfer date of students, admission date of new children, and number of days absent.

California Preschool Social Competency Scale (CPSC)

The CPSC was completed by all teachers who had filled in the ratings in the fall of 1970. A stipend was given to the teachers for their efforts.

Test Sample

General

The communities tested in the fall of 1970 were unchanged except for the withdrawal of Acoma from the PV evaluation program.

Withdrawal by the Acoma Comparison Site

During March 1971 there were indications that the Acoma, New Mexico, Head Start Center was contemplating withdrawal from participation in the Head Start Planned Variation Evaluation activities. A meeting was held with the community members, including the CAP director, on April 21, 1971, to explore the possibility of continuing using Acoma as a comparison site for Oraibi in the PV evaluation. At the request of the Head Start director, the community members at this general meeting voted for the testing in Acoma to be terminated.

The basic issue seemed to be that the members of the Acoma community were quite opposed to being considered a "comparison" for Oraibi, which was a Hopi reservation. In addition to the reluctance of the Acoma community to be compared with the Hopi, was the fact that there would be no follow-up of their children who completed the Head Start program in any subsequent Follow Through testing since Acoma was not a non-Follow Through testing site. Here is a case where the term "comparison" worked to disadvantage. The term "comparison" had been carefully selected to avoid the connotions of control groups, since, as was pointed out in the Interim Report, the groups against which the PV classes were to be compared were not controls but in fact were reference or comparison groups. Had the Acoma site been identified as a "control" group, there is a possibility that they would have remained as a comparison site. However, the Head Start director (who was very new in her task) was strongly opposed to any testing of the children. Shortly after the decision of the Acoma community to withdraw from the Head Start activity, the Head Start director resigned from her position.

At the conclusion of the community meeting, which was well attended by parents, the CAP director, and the Indian governor, interest was expressed in continuing the testing the following fall (1971) if some arrangements could be made for follow-up testing of the children as they went into kindergarten and the first grade. Since Acoma was never scheduled to be part of the Follow Through evaluation no further testing occurred at this site.

Implementation of the Spring 1971 Testing

The spring testing was accomplished according to the schedule in Table 12, which shows the periods of classroom observations, the intervening Easter vacations, and the beginning and end of each test period. Also included on this table is the identification of those communities that opted to include either or both of the ethnic heritage tests.

Since the details of implementation for Spring 1971 are given in detail in the instructions to site coordinators of Levels I, II, and III in Appendix D, they are not repeated here.

Tests Administered

The tests administered in each community are shown in Table 13.

Table 12

TESTING SCHEDULE, SPRING 1971

				Ethnic Tests		MARCH																				APRIL																				MAY																									JUNE									
						8					15					22					29					5					12					19					26					3					10					17					24					31					7					14				
SPONSOR	CODE	COMMUNITY	Level	CCAS	EIQ	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Nimnicht	02.02	Buffalo	I																																																					T																								
	02.04	Duluth	III	X	X																O								E	E	E															T					8																								L					
	"	St. Cloud	III																		O								E	E	E															T	8																		L															
	02.05	Fresno	III	X	X																O					E	E	E	E	E																T					8																			L										
	02.09	Salt Lake	I																																																					T																								
	02.13	Tacoma	II	X																						E	E	E	E	E						O								T																														L					
Tucson	03.08	LaFayette	III	X																	O								E	E	E															T								8													L													
	"	Albany	III																		O																									T		8																																	
	03.09	Lakewood	I																																																					T																								
	03.16	Lincoln	III																		O									E	E															T	8																		L															
Bank Street	05.01	Boulder	III																		O																				T/8																								L															
	05.10	Tuskegee	I								E	E	E	E	E																																				T							No																			July 30				
	05.11	Wilmington	II	X																										E	E	E	E	E	E		O															T																							L				
	"	DeLaWar	II	X																	O									E	E	E	E	E	E	E										T											Testing								L															
	05.12	Elmira	III	X	X											O														E	E	E	E	E	E				8							T																															All Year				
Englemann & Becker	07.03	E.St.Louis	III	X												O														E	E															T										8																			L					
	07.11	Tupelo	III													O																						T/8																	L																													
	07.14	E.LasVegas,NM	II		X											O														E	E										T																L																											
	"	W.LasVegas,NM	II		X																									E		O															T																																					
Bushell	08.02	Oraibi	III																											E	E									8	T																			L																						
	"	Acoma	III																																																																																
	08.04	Portageville	III																		O									E	E	E							T			8														L																													
	08.08	Mounds, Ill.	II																		O						E	E	E	E	E	E														T																			L															
Weikart	09.02	Ft.Walton Bch	III	X																	O									E											8										T																			L										
	"	Pensacola	III	X																	O																									T								8																									July 9				
	09.04	Central Oz	I																							T			E	E										L																																										
	09.06	Greeley	III		X															E	E	E	E	E	E	E			O																8	T																													L						
	09.10	Seattle	II	X												O										E	E	E	E	E	E	E	E	E	E							T													←No Testing								→L																				
Gordon	10.01	Jacksonville	I																																																					T																								
	10.02	Jonesboro	III	X	X																O									E	E	E									8		T																																						
	10.07	Chattanooga	III	X												O										E	E	E	E	E											8					T																					L													
	10.10	Houston	II	X	X																O									E																T																					L													
EDC	11.05	Washington	III	X	X																									E	E	E	E	E	E											T/O															8															July 30				
	11.06	Paterson	II																		O									E	E	E	E	E	E											T																																June 25				
	11.08	Johnston Co.	III													O														E	E						8				T																					L																			
Pittsburgh	12.03	Lock Haven	III	X	X																O									E	E										8					T																							L											
	"	Mifflenburg	III	X																										E	E	O																				T	8																	L										
REC	20.01	Kansas City	III																		O									E	E															T	8																		L															
N.Y.U.	26.01	St.Thomas, VI	I																										E	E	E																									T																				June 25				
Enablers	27.04	Billings	II	X	X																O									E	E															T																																		August				
	27.05	Colorado Spgs	II	X												E	E	E	E	E						O															T																													L										
	27.03	Bellows Falls	II	X	X																																				O										T																			L											
	27.02	Newburgh	I																																																					T																				June 25				
	27.01	Puerto Rico	I																																																					T																				July 30				

LEGEND:
L Last Day of Class
T Testing Starts
8 8-Block Testing Starts
O Class Observations Start
E Easter Recess
X Ethnic Tests Given

Table 13

TESTS ADMINISTERED IN SPRING 1971

SPONSOR	CODE	COMMUNITY	CIF	CPSC	AUX. BATTERY 3D	 4A	 PSI	 MI	BWET	EIQ	CCAS	8-BK	PIF
BUSHELL	08.02	ORAIBI ARIZONA	93	88	68	68	68	68	33	0	0	33	33
	08.04	PORTAGEVILLE MI	140	126	111	111	111	111	63	0	0	53	54
	08.06	MOUNDS ILL	117	98	61	61	61	61	0	0	0	0	0
NIMNICHT	02.02	BUFFALO NEW YORK	178	165	0	0	0	0	0	0	0	0	0
	02.04	DULUTH MINNESO	208	172	85	85	84	84	45	32	40	41	40
	02.05	FRESNO CALIF	70	61	51	51	52	50	15	6	44	0	18
	02.09	SALT LAKE CITY	136	117	0	0	0	0	0	0	0	0	0
	02.13	TACOMA WASHINGT	138	117	46	46	46	46	0	0	46	0	0
TUCSON	03.06	LAFAYETTE GEOR	499	413	129	129	129	129	66	0	64	56	55
	03.09	LAKEWOOD NEW JE	125	114	0	0	0	0	0	0	0	0	0
	03.16	LINCOLN NEBRASK	170	143	70	70	70	69	36	0	0	30	30
BANK STREET	05.01	BOULDER COLORAD	83	77	60	60	61	60	33	0	0	27	25
	05.10	TUSKEGEE	262	249	0	0	0	0	0	0	0	0	0
	05.11	WILMINGTON DELA	241	213	99	99	100	99	0	0	98	0	0
	05.12	ELMIRA NEW YORK	186	144	77	77	78	78	45	77	75	31	30
BECKER ENGLEMAN	07.03	EAST ST LOUIS I	321	224	118	118	117	118	70	0	98	49	64
	07.11	TUPELO MISSISSI	168	144	132	132	133	133	69	0	0	60	61
	07.14	E.LAS VEGAS NM	198	187	120	120	120	120	0	120	0	0	0
WEIKART	09.02	OKALOOSA FLORI	156	136	100	100	100	100	61	0	100	45	43
	09.04	CENTRAL OZARKS	292	256	0	0	0	0	0	0	0	0	0
	09.06	GREELEY COLORAD	136	118	77	76	77	77	41	46	0	39	38
	09.10	SEATTLE WASHING	148	129	73	73	73	73	0	0	73	0	0
GORDON	10.01	JACKSONVILLE FL	60	54	0	0	0	0	0	0	0	0	0
	10.02	JONESBORO ARK	129	96	75	75	74	75	41	74	74	31	31
	10.07	CHATTANOOGA TEN	253	195	101	101	103	101	60	0	101	30	31
	10.10	HOUSTON TEXAS	202	148	67	67	67	67	0	17	52	0	0
EDC	11.05	WASHINGTON D.C.	155	121	62	62	62	62	36	61	62	23	28
	11.06	PATERSON NEW JE	172	151	84	84	84	84	0	0	0	0	0
	11.08	JOHNSTON CO.N.C	195	188	133	133	133	133	70	0	0	62	62
PITTSBURGH	12.03	LOCK HAVEN PENN	181	167	87	87	87	87	48	49	87	39	39
REC	20.01	KANSAS CITY MO	178	155	53	53	53	51	25	0	0	17	17
NYU	26.01	VIRGIN ISLANDS	251	228	0	0	0	0	0	0	0	0	0
ENABLER	27.01	PUERTO RICO	104	88	0	0	0	0	0	0	0	0	0
	27.02	NEWBURGH NEW YO	136	114	0	0	0	0	0	0	0	0	0
	27.03	BELLOWS FALLS	103	78	42	41	41	41	0	40	40	0	0
	27.04	BILLINGS MONTA	82	73	45	45	45	45	0	45	45	0	0
	27.05	COLORADO SPRING	108	89	46	46	46	46	0	0	46	0	0
TOTALS	ALL		6364	5436	2272	2270	2275	2268	857	567	1145	666	699

VII FALL 1971 TESTING ACTIVITIES

For the 1971-72 Planned Variation evaluation activities, the role of SRI changed from that of being responsible for the evaluation to one of providing field data collection activities for OCD. The specifications of the test battery, the sample site, and the analysis of all the PV data became the responsibility of the Huron Institute, Cambridge, Massachusetts. During the 1971-72 testing period there was complete coordination among SRI, Huron, and OCD to ensure that all the testing activities were conducted in the best possible way.

Planning and Coordination

A two-day coordination session for Head Start directors from the Level III sites was held in Menlo Park at the end of July. During this time all the tests and policies were reviewed in great detail, including the specification of the role of the site coordinator for her implementation of the testing. This coordination session was a very fruitfull one in that it provided Head Start directors with a clear understanding of all the details of the evaluation activities that would occur during the year. They also had the opportunity to input their suggestions for the planning for the 1971-72 field work. Representatives from Huron and OCD also participated in the meeting.

This coordination meeting with the Head Start directors was the most critical and important event that occurred during the year. As a result of this session, community problems became negligible and the cooperation that occurred with each of the communities was superb.

Tests and Measures Used

According to the plans of OCD and Huron, each child in the tested sites was administered a basic battery consisting of the Peabody Picture Vocabulary Test, the Wide Range Achievement Test (WRAT) (letters and numbers only), and the Pre-School Inventory Test (Hertzig-Birch scoring). Given separately for administrative reasons but still part of the basic battery was the Brown IDS Self-Concept Referents test. A supplementary battery consisting of the ETS Enumeration, the Illinois Test of Psycholinguistic Abilities (ITPA) subtest on vocal encoding, and the Motor Inhibition Test was administered to a third of the children in each of the tested classes, or a minimum of six children per class.

The Eight-Block test was admininistered to those children who had received the supplementary battery. The mothers who participated in the Eight-Block Task also completed the Parent Information Form.

The communities in which these tests were administered are referred to as Level III sites. Level I sites consisted of the remaining Planned Variation sites that did not receive any pupil testing. The Level I and Level III sites also were administered the Classroom Information Form and the Schaefer Ratings of children by the teachers. These ratings were done by the teacher during the seventh week of class to give her a sufficient period of time to become familiar with her children. The ratings of the teacher's performance by the Head Start directors and by the sponsors using forms similar to those used in 1970-71 were completed during the fall. A Teacher Information Form was administered to all Level I and Level III teachers during the test period.

Test Sample

PV and Comparison Sites

The communities to be tested were specified by OCD and Huron. Within the Level III sites where pupil testing was to occur, a set of guidelines for identification of the particular classes to be tested was established by OCD and Huron. Essentially, previously tested teachers were to be retained in the sample. Testing was to be accomplished in up to but not exceeding four PV and/or four comparison classes per site. If more than four classes were available, teachers new in the sponsor's program were to be eliminated. In the event that there was no such basis for the elimination of classes, then the choices were made on the basis of random selection. In the case of comparison classes, one overriding consideration was the predicted likelihood that the children in the comparison class would wind up in a kindergarten or a first-grade class that would be in the Follow Through test sample (as could be best predicted a year before the fact). Close coordination was made with each Head Start director for identification of the comparison classes to be tested and with each sponsor for identification of the PV classes to be tested.

Providence was dropped as a comparison site due to testing difficulties. Additional comparison classes in Caruthersville were added for the fall and spring testing.

Control Sites

One of the plans laid out early in the Planned Variation program was to incorporate a set of "control" children in the third-year evaluation activities. This control group, as distinct from the comparison classes, would be composed of children who were eligible for Head Start but did not receive any of the services and were not participating in any similar programs supported under Title I, Model Cities, Day Care, or any other subsidized program. As is seen below, it is not always easy to find poverty level children who do not participate in some way in locally or federally funded support programs.

Selection of the Control Sample--The criteria specified by Huron for selecting the control group samples were to match the characteristics of the controls with that of the PV group in terms of region (north and south), place (urban and rural), and ethnicity (black, white and Mexican Americans). Thus the samples in the control group should represent northern blacks, northern whites, southern rural blacks, and Mexican Americans.

Selection of Control Sites--To satisfy the conditions stated above, Huntsville, Alabama, and the San Francisco Bay area were designated by OCD as the two areas in which to collect the control group data. Huntsville also had the advantage of an SRI field office that could be used for logistical support as needed. Samples drawn from Huntsville would represent southern urban whites, southern urban blacks, southern rural whites, and southern rural blacks. Samples drawn from the San Francisco Bay Area would represent northern blacks, northern whites, and Mexican Americans.

Control Sample Recruitment--Recruitment in Huntsville proceeded well in the rural area. With the assistance of Mr. Thomas Botello, director of No. 7 Neighborhood Center, a sufficient group of children was available for testing. In the urban area Mrs. Marjorie Smith, SRI site coordinator in Huntsville, obtained a smaller group through the City Demonstration Agency with the assistance of Mrs. Mary Nell Lawlor.

Recruitment in San Francisco Bay Area was quite difficult. At first it seemed that the Head Start Regional Office would be the most logical resource to obtain the control children. They might have children on their waiting list although there was the risk of losing them into the Head Start program during the test-retest interval. The Regional Director suggested San Jose as a possible source of control children.

In San Jose they did have a waiting list for each of the Head Start centers; in addition, 80 to 85% of their Head Start children were Mexican Americans. However, the director felt their names could not be released because of legal restrictions. When the restrictions were removed through clearance with Dr. J. Klein, OCD, Washington, complete cooperation was given.

Doubts and uneasiness were expressed by some of the Head Start staff in the San Francisco Regional Office. Two meetings were held with them to explain the objectives and procedures of this data collection and to answer their questions. They were concerned that data from this control group might affect negatively their Head Start fundings in the future. Even though they finally produced a waiting list, follow-up spot checking indicated that the group of children available was too small to justify pursuing. Other sources SRI inquired into without any definite results included the San Francisco Unified School District, another preschool program, and the Surplus Food Program.

Meanwhile, the search was extended to adjacent communities including East Palo Alto, San Mateo, the San Mateo County office, Hayward, and Oakland. When the Head Start director in any of the communities contacted was responsive, a meeting was arranged. Unfortunately, the outcome of these meetings was the same: there were either too few children available or none at all. The main reason for this scarcity seemed to be that preschool programs other than Head Start were available in the community. Parents who were interested in sending their children to preschools did not have to wait so long as in the previous years.

The next alternative was to search beyond the San Francisco Bay Area. Exploratory inquiries were made to Martinez and Sacramento. Martinez had a large enough group of children available, but they were reluctant to participate because of their concern about community reactions. Finally, the Sacramento Unified School District gave their full support and complete cooperation in obtaining control group children. Mrs. Elvie Watts, director of Parent-Preschool Education in the district, assisted in identifying the children and in recruiting the personnel. It should be noted that the sample consisted of children on their Head Start waiting list, siblings of children participating in the school free lunch program (it has eligibility requirements similar to those of Head Start) and children referred by community people.

Parental Contact for Control Testing--As soon as the necessary information such as name, address, and phone number of each child was available, persons from the community were recruited for contacting the families. Each parent who consented to participate in the testing with her child was requested to sign a permission slip.

Control Testing Facilities--Since the control children were not in school, testing was held in a neighborhood church. A rental fee was agreed on.

Test Battery for the Control Group--The Basic Battery (PPVT, WRAT, PSI, Brown Self-Concept) was administered to all the control group children. Parents were administered the Eight-Block Sort Task and Parent Information Form. Testing was done in one sitting, and each parent was paid $5.00 for her participation.

Control Group Data Collection--All parents were contacted again for Spring testing. The criteria for retest were: the child had to come with the same adult as in the fall, and the child was not in any preschool program at the time of retesting.

Control Group Tests Administered--The tests given in the fall were readministered to all the control children in the spring, with the following exceptions as specified by Huron:

(1) The Brown Self-Concept Test was administered to 25 children in the spring in both Huntsville and Sacramento. To allow for attrition, 35 children were randomly selected, and the tester was instructed to stop giving the Brown test as soon as the 25th child had been tested. To eliminate feelings of differentiation (children to be tested were waiting in the same room) and to equalize testing conditions as much as possible the non-Brown test children,

including the ones in San Jose, also had their pictures taken.

(2) On the WRAT, the following subtests were administered: Copy Marks, Name Spelling, Recognizing and Naming Letters, Dot Counting, and Reading Numbers.

The number of control children tested is shown in Table 14.

Table 14

NUMBER OF CONTROL CHILDREN TESTED IN 1971-72

Site	Type	Fall 1971	Spring 1972
Huntsville	Rural	67	46
	Urban	27	18
Sacramento	Urban	101	61
San Jose	Urban	39	22
Total		234	147

Implementation of the Fall 1971 Testing

Selection and Training of the Field Organization

Site coordinators were selected in coordination with the Head Start directors in the Level III testing sites. A high priority was placed on obtaining a person from the community who had experience in testing, could coordinate the diverse aspects of the evaluation program, and could interface with the many community members that would be involved. A college degree and previous work with young children was particularly desirable, as were formal credentials in testing. Considerable weight was placed on the recommendations of the Head Start directors who were particularly attuned to the nature and problems of the community. Site coordinators were not used on Level I sites; instead, a modest stipend was provided to the local sponsoring agency to compensate for the additional effort made by the Head Start director and her staff to get the Class Information Forms, Teacher Information Forms, and the Schaefer ratings completed. Details of these arrangements can be seen in the field communication of August 20, 1971 in Appendix E.

The site coordinators were responsible for recruiting the testing staff among the community members if at all possible. Each coordinator had an aide to assist in various clerical tasks and in the scheduling and transportation of mothers for the Eight-Block Sort Task. The Basic Test Battery testers, Supplementary Test Battery testers, and the Brown testers were to have a minimum of a high school education but preferably some college experience. In the case of Eight-Block observers (who were scheduled to be the classroom observers in the Spring 1972 tests) college experience was deemed most desirable. The Eight-Block trainer was required to have a minimum of a high school education. In each instance, however, considerable weight was given to the fact that the applicants were capable of dealing with children four to five years old, were familiar with the patois of the neighborhood, and were predicted to be capable of learning thoroughly the tests and procedures.

During the first year of the evaluation (1969-70), the presence of exceptionally well qualified testers who were not members of the community in which the tests were administered resulted in some frictions and dissatisfactions among the local people. At the behest of some Head Start directors, an effort was made to see if minimally qualified local people could, in fact, be trained sufficiently well to administer the tests in the Head Start PV battery. Using the class observation procedures as a test bed, it was demonstrated that minimally qualified local people (grade-school graduates) could be brought up to criteria. With this encouragement, future recruiting for testers was oriented toward neighborhood people.

The application for each of the test personnel was submitted to SRI for final approval, having first been cleared with the Head Start director. If the site coordinator, in conjunction with the Head Start director, predicted that an applicant could accomplish the testing tasks, that applicant was accepted unless she had previously performed poorly for SRI.

Three days following the Head Start directors' meeting, a five-day training and coordination session was held at SRI for all 30 site coordinators (August 2-6). During this period they received complete orientation on Planned Variation and the evaluation activities. The core of this five-day session consisted of periods of detailed instruction on the testing procedures, methods, and means for training testers on site, with emphasis on those characteristics that were acceptable and nonacceptable in the tester's relation to the children. In one sense, the training session often became fairly pedestrian inasmuch as the words that were being used were those that were expected to be applied in the local training of the testers, including role playing, the simulation of childish mistakes, and the use of a vocabulary that would be most meaningful and communicative to the testers in the communities. A summary statement of training principles was subsequently issued to each site coordinator (see memo, August 23, 1971 in Appendix E).

Two portions of the training of the site coordinators were necessarily abridged: the training in the class observation procedures and in the Eight-Block Task observation procedures. This restriction was necessary in view of the time it would take to bring the site coordinators up to proficiency in the Classroom Observation procedure (to be administered in early spring) and the Eight-Block Sort Task. The intention was to give them sufficient information so that they could give at least a cursory checkout of the data forms submitted to them by the Classroom Observation and Eight-Block observers. The details concerning selected testing matters are described in the field communication dated August 23, 1971, in Appendix E.

Eight-Block Observers

The Eight-Block observer was to serve also as the classroom observer for observations to be done in the early spring. Two three-day training sessions were held at SRI followed by a third session in Baltimore for the Eight-Block observers who were in turn expected to train the Eight-Block trainers back in the home communities.

Testers

Basic Battery, Supplementary Battery, and Brown testers were trained by the site coordinators in their home communities before the beginning of testing. The site coordinators were instructed to have all testers role play and practice tests with children who were not in the classes to be tested. The site coordinator typically spent five days for the training and preparation of the testers, distributing the training sessions over the week, but the total time the tester actually worked in preparation for her task was limited to 16 hours with pay.

Field Supervision by the Project Staff

Procedure--Twelve members of the project staff who had detailed familiarity with the testing procedures assumed the role of field supervisor and visited the 30 Level III test sites. Initial phone contacts were made to check on the status of staffing, arrival of materials, tentative plans, and the like.

Field supervisors arrived at least one day before testing started to review with the site coordinators all the procedures to be followed, to check out each tester in a pseudo-testing situation, and to examine personally each of the available testing facilities.

In addition, the SRI field supervisor was to observe each tester as she began her testing, even if it meant delaying the testing in some centers for the SRI staff member to be present for the initial testing. A third day was used to continue the checkout procedures. During the three-day visit it was the responsibility of the SRI field supervisor to respond to any questions and requests of the site coordinator and the Head Start director. Often this included a formal explanation of the evaluation activities to the teachers and selected PAC members.

The practical purpose of these visits was to engage in "public relations," to resolve local problems, and to be sincerely responsive to the demands of the community so that the testing could be implemented with as little disruption as possible. It was the responsibility of the SRI field supervisor at this time to make a final judgment on the performance level of the testers. On two occasions testers were released from their duties (after consultation with site coordinators) and replaced. In other circumstances testing facilities were rearranged so that the testing could be accomplished under better conditions.

Table 15 shows the periods during which members of the project visited the 30 testing sites and also indicates the first day of class. Whenever possible, testing began during the second week of class (after the children had been in class five or six days). In some locations, however, it was necessary to delay testing until enrollment was completed or funds had been received by the community from Head Start.

Site Reports were completed by each supervisor. The form is shown in Appendix J.

Follow-up--Each site coordinator was instructed to keep in close telephone contact with SRI after the field supervisor's visit if any problems should arise regarding procedures, personnel, community problems

Table 15

TESTING AND SUPERVISION SCHEDULE IN FALL 1971*

SPONSOR	CODE	COMMUNITY	August 16	23	30	September 6	13	20	27	October 4	11	18	25	SRI Supervisor
Nimnicht	02.02	Buffalo					•							Level I
	02.04	Duluth						•	XXX					GG
	02.09	Salt Lake City							•		XX			JL
	02.13	Tacoma			•		XXX							CMc
Tucson	03.05	LaFayette					•	XXX						RB
	03.08	Lakewood									•	XXX		KE
	03.09	Lincoln			•	XX								KB
	03.16	Des Moines (FT)					•	XXX						JL
Bank Street	05.01	Boulder								•				Level I
	05.10	Tuskegee						•			XXXXX			KE
	05.11	Wilmington						•	XXX					BS
	05.12	Elmira 1/	o							XXX				GG
Becker & Englemann	07.11	Tupelo			•		XXX							BS
	07.14	E. Las Vegas, N.M.						•	XX					JL
	"	W. Las Vegas, N.M.			•	XX								CMc
	07.19	Providence (FT)						•		XXXXXX		XX		SM/KE
Bushell	08.02	Oraibi		•										Level I
	08.04	Portageville								•	XXX			GG
	08.08	Mounds, Ill.			•		XXX							SM
Weikart	09.02	Ft. Walton Beach				•	XXX							TM
	09.04	Central Ozarks			•	XXXX								GG
	09.06	Greeley					•	XXX						KE
	09.10	Seattle							•**					Level I
Gordon	10.01	Jacksonville			•**									Level I
	10.02	Jonesboro		•		XXX								BS
	10.07	Chattanooga					•		XXX					SM
	10.10	Houston	o				XXXX							RM/JL
EDC	11.05	Washington					•							Level I
	11.06	Paterson						•	XXXX					BS
	11.08	Johnston County	o						XXX					GG
Pittsburgh	12.03	Lock Haven			•	XXXX								KE
	12.04	Montevideo				•	XXXXX							PB
REC	20.01	Kansas City					• XXX							KB
NYU	26.01	St. Thomas, V.I.				•								Level I
Enablers	27.01	Billings								•	XXX			BS
	27.02	Colorado Springs			•	XXXX								PB
	27.03	Bellows Falls					•		XXX					RB
	27.04	Newburgh				•		XXX						RM
	27.05	Puerto Rico	o											Level I

* SRI personnel arrived one day prior to testing

** Tentative

1/SRI testing delayed due to Bank Street testing

• = First day of class

o = Year-round program

affecting the testing, and the like. On return of the project staff to Menlo Park or during subsequent field visits, if necessary, follow-up phone calls were made with sites visited to check on the problems that had arisen. Each site coordinator and travelling SRI project person had been encouraged to call SRI about any incipient problem and particularly to call before making any decisions about changes in testing procedures. Such a procedure helps avoid arbitrary decisions being made in the field without being coordinated with OCD and all other test sites.

Visits to Sites by Non-SRI Personnel

From the very beginning, SRI encouraged both OCD and Huron to make site visits to inform themselves about the processes that occur in the classrooms and also to become intimately involved and knowledgable in the details of testing. Such an invitation is not without its vicissitudes: one of which is extending the openess of the testing to careful scrutiny. Although such examinations can often be embarassing, the end product of such examinations should certainly be an improvement in the quality of the evaluation of Planned Variation for OCD.

Huron Observers

When Huron Institute inquired about the schedules of testing for their own visits, SRI specifically requested that Huron personnel not appear during the days that SRI was making its final coordination and checkup of its field staff because the presence of extra personnel could be disquieting at the very least and could place undue pressures on the testing personnel. SRI also requested that one or at the most two people appear at any one site; that the Head Start director be contacted formally before the visit; and that, if possible, the SRI site coordinator be informed of the impending visit to enable her to schedule her day so that she could be useful to the visiting people. It was also specified that the visitors keep a low silhouette, avoid interfering with any testing, and, if necessary, only listen in from the outside of a testing room if it appeared that the presence of an extra person would be disruptive to the testing procedure. This guidance was not in conflict to the counsel given to the SRI personnel, who were enjoined to listen in as surreptitiously as possible even if it meant not seeing the tester and child actually in the test situation. In most cases the presence of an extra observer does not unduly distract a child if the visitor maintains a low silhouette. SRI specifically requested that any observation of a failure to maintain a proper testing environment or to follow a prescribed testing procedure be communicated directly and immediately to the project and that in no circumstances should any comments be made to testing personnel in the field. This is not only courtesy but good management, because the testing personnel were under direct control of SRI and were answerable only to SRI.

OCD Monitoring of the Testing Procedures

It was expected that OCD would carefully monitor the testing in the various sites to satisfy itself that SRI had indeed complied with its contractual obligations. It is unfortunate that the observers sent to various sites by OCD were not instructed to contact SRI immediately on identification of any suspected discrepancies in testing procedures. Reports filed after the testing had been completed were of no value except for planning for the Spring sessions. It would have been more useful had these observers been instructed to contact SRI immediately so that corrective action could have taken place where it was appropriate.

Without having participated in the training sessions that were run for the site coordinators in Menlo Park, it was unlikely that any outside observer would be sufficiently familiar with the specified conditions of the testing to be able to make objective on-site comments. For example, comments by the OCD observers indicated that the procedures being used in the testing (which were consistent with the ground rules established in Follow Through starting in 1968) were not fully appreciated by the observers, i.e., explicit instructions were given for all testers to read instructions rather than to commit them to memory (with the concomitant daily variations that could eventually change the instructions over a period of two or three weeks). Also, the use of the Tester's Log was not fully appreciated. Each variation in test administration was to be entered in the Tester's Log. To expect each tester to administer perfectly every test for every child is unreasonable, and the testing procedure required that any aberration in administration was to be entered in the test log.

Reliability Studies

The data collection for a set of reliability studies was carried out as specified by Huron Institute. These efforts focused on the Eight-Block Sort Task, selected tests of the pupil batteries (PSI, Motor Inhibition, ITPA, and Enumeration), the Schaefer ratings of students by teachers and selected aides, a comparison of selected information that appeared on the Parent Information Form and the Classroom Information

Form, and, finally, a study of the reliability of the data coding activities conducted at SRI. The details of the design specifications and the outcome of these substudies are contained in the Huron reports.

Tests Administered

The number of tests administered in the various communities is shown in Table 16.

Table 16

T$STS ADMINISTERED IN FALL 1971

			BASIC BATTERY				SUPPLEMENTARY BATTERY						
SPONSOR	CODE	COMMUNITY	PPVT	WRAT	PSI	BROWN	ENUM	ITPA	MI	B-BK	PIF	CIF	SCHAE
BUSHELL	08,02	ORAIBI	0	0	0	0	0	0	0	0	0	137	133
	08,04	PORTAGEVILLE	240	240	240	226	91	90	90	92	92	273	270
	08,08	MOUNDS	93	93	93	91	39	38	39	40	40	94	93
NIMNICHT	02,02	BUFFALO	0	0	0	0	0	0	0	0	0	239	236
	02,04	DULUTH	82	81	80	85	33	34	35	35	35	93	91
	02,09	SALT LAKE CITY	88	86	86	89	35	33	34	31	31	99	95
	02,13	TACOMA	91	90	89	90	36	36	35	36	36	117	117
TUCSON	03,05	DES MOINES	111	110	109	87	39	39	38	51	50	129	123
	03,08	LAFAYETTE	92	92	92	92	41	41	41	37	37	109	98
	03,09	LAKEWOOD	77	77	74	73	32	30	30	33	36	115	114
	03,16	LINCOLN	103	103	101	101	35	35	34	33	33	112	109
BANK STREET	05,01	BOULDER	0	0	0	0	0	0	0	0	0	84	80
	05,10	TUSKEGEE	111	110	110	107	40	40	40	37	37	257	257
	05,11	WILMINGTON	100	99	99	96	41	42	42	41	41	231	229
	05,12	ELMIRA	85	86	81	83	34	34	34	35	35	90	89
ENGLEMAN BECKER	07,11	TUPELO	152	152	152	147	54	54	53	55	55	153	153
	07,14	LAS VEGAS (E&W)	156	153	149	158	60	62	60	68	68	170	168
WEIKART	09,02	FT WALTON BEACH	81	81	79	79	27	27	27	34	34	94	91
	09,04	CENTRAL OZARKS	89	89	89	84	34	35	34	36	36	270	259
	09,06	GREELEY	93	93	92	92	43	43	43	40	40	126	113
	09,10	SEATTLE	0	0	0	0	0	0	0	0	0	98	98
GORDON	10,01	JACKSONVILLE FL	0	0	0	0	0	0	0	0	0	60	59
	10,02	JONESBORO	94	94	94	94	37	36	36	35	35	96	96
	10,07	CHATTANOOGA	133	44	150	41	27	27	27	20	63	249	235
	10,10	HOUSTON	133	137	130	120	52	52	46	58	58	154	141
EDC	11,05	WASHINGTON DC	0	0	0	0	0	0	0	0	0	45	45
	11,06	PATERSON	121	120	118	108	42	39	39	42	42	175	173
	11,08	JOHNSTON COUNTY	175	176	176	176	70	70	70	66	65	182	177
PITTSBURGH	12,03	LOCK HAVEN	91	89	91	82	34	37	34	37	38	114	111
	12,04	MONTEVIDEO	48	47	47	48	21	22	22	24	24	49	49
REC	20,01	KANSAS CITY	182	177	173	174	78	74	73	55	57	231	209
CONTROL COMPARI	28,01	HUNTSVILLE ALA	78	77	72	65	0	0	0	93	0	0	0
	28,02	SACRAMENTO CA	101	101	98	95	0	0	0	101	0	0	0
	28,03	SAN JOSE	39	39	39	38	0	0	0	37	0	0	0
NYU	26,01	ST THOMAS VI	0	0	0	0	0	0	0	0	0	201	194
ENABLER	27,01	PUERTO RICO	0	0	0	0	0	0	0	0	0	90	90
	27,02	NEWBURGH	78	76	76	73	42	42	41	35	35	117	115
	27,03	BELLOWS FALLS	69	66	65	59	35	36	35	30	31	73	70
	27,04	BILLINGS	89	89	88	89	42	42	42	38	38	97	96
	27,05	COLORADO SPRING	83	83	83	82	38	37	39	37	37	88	86
TOTALS	ALL		3358	3250	3315	3124	1232	1227	1213	1442	1259	5111	4962

VIII SPRING 1972 TESTING ACTIVITIES

Planning and Coordination

A reduction in the number of sites for class observations was made in view of budgetary restrictions imposed by OCD. As a result, the Classroom Observations and the Eight-Block Sort Task were administered only in Portageville, Duluth, Lock Haven, Elmira, Fort Walton Beach, Tupelo, Wilmington, and Paterson. Because of the loss in shipment of a trunk of data from Chattanooga after the Fall testing, the Eight-Block Sort Task was added to sites in Jonesboro and Houston, which follow the Gordon Parent Educator model. The Brown test was also restricted only to those sites where class observations had been made.

As a result of SRI meetings with the OCD advisory panel, an enlarged field supervisory effort was supported for the Spring testing activities, as described below.

Tests and Measures Used

The Spring test battery was enlarged according to the plans of OCD and Huron. Basic Battery A consisted of the WRAT (enlarged to include all eight subtests), and Gumpgookies. A shortened version of the Gumpgookies was used as described in the March 18, 1972, memo in Appendix F. Basic Battery B consisted of the PPVT, the PSI, and Enumeration. These batteries were given to all children in the tested classes. A Supplementary Battery consisting of Relevant Redundant Cues (Zings and Poggles), Motor Inhibition, and ITPA subtest on vocal encoding was administered to one third of the children in each of the tested classes. Based on the tests that had been presented to children in the fall, specifications were made for each child in the Fall testing on which tests were to be readministered in the spring. The shift of some tests in the test battery--for example, Gumpgookies had been added to the Basic Battery and Enumeration had been shifted from the Supplementary Battery to the Basic Battery--necessitated a careful specification of which tests or test batteries were to be assigned to each child. Approximately 17 combinations of child/test arrangements were available. Computer printouts specifying exactly which test batteries were to be given to each child were provided to each site coordinator and tester.

Certain items on the Class Information Form had to be updated, for example, the number of days the child was absent, the date any child left the class, and the identification of children who had enrolled after the Fall testing.

The Schaefer Behavior Inventory and the Teacher Information Form were to be completed by the teachers. The Eight-Block Sort Task and Parent Information Form were given only in those communities identified above.

Ratings of the teacher's performance by the Head Start directors and the sponsors were made during the test period.

A Director's Evaluation of the Model and Implementation Report was sent to each Head Start director, and her comments on the model and implementation were solicited. This form was prepared by Huron.

After the last day of testing had been determined, specific test dates were assigned to each community so that the testing could be accomplished in the fourth, third, and second week from the close of the center, unless the center was open all summer. In no event were tests scheduled to be given after the first week of June (except in the control sites where the testing was extended to the middle of June to compensate for their later testing period in the fall.) Actual dates of training, supervision, and testing in each of the sites are shown in Table 17.

Implementation of the Spring 1972 Testing

Training of the Field Organization

The classroom observers were trained at SRI in joint sessions with Follow Through classroom observers during January 12 to 19 and January 26 to February 2 in preparation for the observations scheduled during February and March in the eight Level III sites. Each observer was again checked on site by an SRI classroom observer trainer.

Two site coordinator training meetings were conducted at SRI from March 20 to 24 and April 10 to 14, 1972. Holding two meetings permitted individual attention to be given to smaller groups. With the smaller groups it was possible to provide young children as practice test subjects for the site coordinators.

One particularly useful activity that was incorporated in this site coordinator training session was the use of especially prepared quizzes

Table 17

TESTING AND SUPERVISION SCHEDULE IN SPRING 1972

Field Sup.	Community	Add'l Tests	APRIL				MAY				JUNE				
			3 - 7 M T W T F	10 - 14 M T W T F	17 - 21 M T W T F	24 - 28 M T W T F	1 - 5 M T W T F	8 - 12 M T W T F	15 - 19 M T W T F	22 - 26 M T W T F	29 - 2 M T W T F	5 - 9 M T W T F	12 - 16 M T W T F	19 - 23 M T W T F	26 - 30 M T W T F
SM	#Central Oz.		s - T = s -	- - - - - -	- - - T X	- - - - - X			o						
	#Kansas City		s	T = = s -	- - - - - -	- - - - - -	- - T	X		o					
GG	#Portageville	CO-8-Br		8 - 8,s -	T = s - -	- - - - - -	- - - - - T	X			o				
	#Salt Lake				s -	T = s - -	- - - - - -	- - - - - T		Xo					
	#Billings					s -	T = s - - -	- - - - - -	- - - - - T		X o				
	Duluth	CO-8-Br					s -	T = s - - -	- - - - - - - - -	- - - T		Xo			
CM	#Montevideo			s	- T = s -	- - - - - -	- - - - - -	T	X						
KG	#E.LasVegas				s - T = s	- - - - - -	- - - - - -	- T		X	o				
	#Jonesboro	8				s - T = s	- - - - - -	- - X = =	= T - - X	- - - - - - -	- - - Xo				
	Greeley						s - T = s	- - - - - - -	- T			Xo			
PN	#Bellows Fall				s -	T = s - -	- - - - - -	- - - - - T		X	- - - - - X				
	#Lock Haven	CO-8-Br				s -	T = s - - -	- - - - - - -	- - - - - T		Xo				
	Elmira	CO-8-Br					s -	T = s - - -	- - - - - - - -	- - - - - T				o	(all year)
BS	#Johnston Co.				s -	T = s - -	- - - - - -	- - - - - T			X o				
	LaFayette					s -	T = s - - -	- - - - - - -	- - - - - T		Xo				
	Wilmington						s -	T = s - - -	- - - - - - - - -	- - - - - T			Xo		
KE	#Houston	8				s - - = = T -	= = = = = = - - - - - -	s - - - - - -	- - - - - T		Xo				
JL	Des Moines		*			s - - - T	= = = s - -	- - - - - -	- - - - T		Xo				
	Ft Walton B.	CO-8-Br	*				s -	- - - T = s	- - - - - - -	- - - - - T	Xo				
MC	Chattanooga					s - T = s	- - - - - -	- - - - - - -	- T	X		o			
	Tupelo	CO-8-Br	*				s - - - - -	T = s - - -	- - - - - - - -	- - - - - T	o		X		
MB	#Mounds					s - T s -	- - - - - -	- - - - - T		X	o				
	Lincoln	CO-8-Br				s	T = = s - -	- - - - - - -	-T	X	o				
RM	#Tuskegee					s - T s	- - - - - -	- - - T			o				(July 31)
	Newburgh		*				s - - - - -	T = = s -	- - - - - - -	- - - - - T				Xo	
	Lakewood								s - - -	- - - s T - - - -	- - - - - - - - -	- - - - - -	T	X o	
KP	#Tacoma					s -	T = s - -	- - - - - -	- - - - - T		X	o			
	W.LasVegas						s -	T = s - - -	- - - - - - - -	- - - - T	Xo				
	Colorado Sp							s -	- T s - -	- - - - - - -	- - - - - T	Xo			
JS	Paterson	CO-8-Br						s -	T = s - -	- - - - - - -	- - - - - T			Xo	
SJ	Huntsville	8-Br						s - -	T s - - - -	- - - - - - -	- - - - - T				
	San Jose	8-							s -	T s - - -	- - - - - - -	- - - - - T			
	Sacramento	8-Br								s -	- T s - -	- - - - - - -	- - - - - T		

LEGEND
s = SRI Supervision
T = Testing Period
X = HS Closing Date
o = Public School Closing Date
# = Attended First SC Trng Session
* = New Site Coordinator
CO = Class Observation
8 = 8-Block Sort
Br = Brown IDS Test

with detailed answers that were used for training and assessment of the level of knowledge the site coordinators had on the tests and their procedures. These quizzes were oriented to the topics, items, and procedures that had been particularly troublesome in the field. The main purpose of these test quizzes was to provide the site coordinator with an additional learning activity during training. The quizzes could also be used in the home community when she trained her testers. The tests established a minimum criterion in assessing the testers proficiency level. SRI field supervisors could also use the tests as an objective means to assess the level of competency of site testers if a question arose as to whether a tester should be replaced. From reports of the site coordinators and field supervisors it was apparent that these especially developed tests were extremely useful in the training of the field staff. Copies of the quizzes and answers comprise Appendix I.

Training for the Eight-Block observers was conducted during the week of April 17 at SRI.

Tester training in the communities by the site coordinator was planned for one week's duration, and the tester was paid for up to 16 hours of active work. During this period each tester was to practice testing young children who were not in the test sample.

Field Supervision by the Project Team

Very extensive supervision was effected during the spring testing. In each test site an SRI field supervisor spent five days, two or three of which occurred before the beginning of testing so there was the time and the opportunity to check out each testing facility and each tester. If the training was substandard, a supervisor was empowered to delay the testing of any and all classes and/or testers. The field supervisor remained on site for two or three days of actual testing to make sure that the procedures were being followed as specified, and then completed the site reports (see Appendix G).

OCD Monitoring of the Testing

The Fall 1971 experience highlighted the need for immediate feedback from the OCD monitors for effective action. Also, it was obvious that the OCD monitor had to know thoroughly all the current procedures to be able to identify any anomalies in the testing procedures. SRI suggested to OCD that the monitors be required to pass the test quizzes discussed above as a minimum preparation for their tasks. OCD immediately concurred in this requirement, but in fact the procedure followed was to provide each monitor with the quizzes and related material for self-study. There was no need for the formal assessment: OCD had in essence agreed in principle on the procedure and, since the monitors were all eminently qualified as test and measurement experts, a review of the available material was all that was needed.

The monitor's communications from the field were both timely and helpful. The procedure that OCD initiated and supported is one that should be used more frequently in the monitoring of similar data collection efforts.

Tests Administered in Spring 1972

The number of tests administered in each community is shown in Table 18.

Table 18

TESTS ADMINISTERED IN SPRING 1972

SPONSOR	CODE	COMMUNITY	BATTERY-A		BATTERY-B			SUPPLEMENTARY BATTERY							
			WRAT	GUMP	PPVT	PSI	ENUM	Z&P	HI	ITPA	BROWN	B-BL	PIF	SCHAE	CIF
BUSWELL	08,02	ORAIBI	0	0	0	0	0	0	0	0	0	0	0	128	138
	08,04	PORTAGEVILLE	210	209	209	208	209	80	78	77	207	78	78	274	302
	08,08	MOUNDS	74	71	74	73	74	28	27	29	0	0	0	110	128
NIMNICHT	02,02	BUFFALO	0	0	0	0	0	0	0	0	0	0	0	215	255
	02,04	DULUTH	65	64	63	63	62	28	31	31	67	27	27	85	105
	02,09	SALT LAKE CITY	62	61	63	63	64	25	25	23	0	0	0	94	117
	02,13	TACOMA	71	70	72	72	72	32	32	32	0	0	0	109	132
TUCSON	03,05	DES MOINES	85	84	84	83	81	32	33	33	0	0	0	119	156
	03,08	LAFAYETTE	77	77	76	76	75	28	28	28	0	0	0	107	125
	03,09	LAKEWOOD	72	69	75	72	72	30	32	31	0	0	0	121	126
	03,16	LINCOLN	79	76	80	79	79	25	25	25	80	25	25	107	128
BANK STREET	05,01	BOULDER	0	0	0	0	0	0	0	0	0	0	0	0	0
	05,10	TUSKEGEE	109	108	106	106	106	38	38	38	0	0	0	254	261
	05,11	WILMINGTON	85	81	85	85	83	36	36	36	0	0	0	217	235
	05,12	ELMIRA	79	75	81	79	78	29	32	31	79	29	29	97	105
ENGLEMAN BECKER	07,11	TUPELO	137	138	140	140	140	53	53	53	134	54	54	159	167
	07,14	LAS VEGAS (E&M)	156	156	156	156	156	59	59	60	0	0	0	166	176
WEIKART	09,02	FT WALTON BEACH	72	73	70	70	70	28	28	28	73	28	28	86	100
	09,04	CENTRAL OZARKS	86	85	84	84	[illegible]	31	31	31	0	0	0	259	303
	09,06	GREELEY	84	84	84	83	82	41	41	41	0	0	0	128	144
	09,10	SEATTLE	0	0	0	0	0	0	0	0	0	0	0	97	113
GORDON	10,01	JACKSONVILLE FL	0	0	0	0	0	0	0	0	0	0	0	51	63
	10,02	JONESBORO	81	81	79	80	79	32	33	33	0	31	31	93	105
	10,07	CHATTANOOGA	111	110	115	115	111	43	44	43	0	0	0	252	279
	10,10	HOUSTON	109	106	109	109	107	43	44	47	0	39	39	114	158
EDC	11,05	WASHINGTON DC	0	0	0	0	0	0	0	0	0	0	0	74	79
	11,06	PATERSON	112	112	108	107	105	38	40	39	103	38	38	175	190
	11,08	JOHNSTON COUNTY	165	165	166	166	165	66	67	67	0	0	0	185	195
PITTSBURGH	12,03	LOCK HAVEN	78	78	79	78	79	33	33	32	76	35	35	109	119
	12,04	MONTEVIDEO	43	43	43	43	43	20	20	20	0	0	0	53	58
REC	20,01	KANSAS CITY	162	158	158	157	152	66	66	66	0	0	0	254	283
CONTROL COMPARI	28,01	HUNTSVILLE ALA	59	0	59	60	0	0	0	0	22	62	0	0	0
	28,02	SACRAMENTO CA	61	0	61	61	0	0	0	0	22	61	0	0	0
	28,03	SAN JOSE	21	0	21	21	0	0	0	0	0	22	0	0	0
NYU	26,01	ST THOMAS VI	0	0	0	0	0	0	0	0	0	0	0	186	206
ENABLER	27,01	PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	90	93
	27,02	NEWBURGH	69	69	67	66	66	35	36	35	0	0	0	105	123
	27,03	BELLOWS FALLS	44	44	44	44	43	20	20	19	0	0	0	50	73
	27,04	BILLINGS	75	75	75	75	75	37	37	37	0	0	0	96	108
	27,05	COLORADO SPRING	64	64	63	62	63	30	31	30	0	0	0	82	103
TOTALS	ALL		2858	2686	2849	2836	2675	1086	1100	1095	863	52	384	4901	5551

Appendix A

FALL 1969 COMMUNICATIONS

Appendix A

FALL 1969 COMMUNICATIONS
CONTENTS

Date	To	Subject	
*14 Aug 69	HSD	Letter re HSPV Evaluation Plans.	A-5
*21 Aug 69	HSD	(CIF, Test Coord., 8 Bl. Mothers)	A-12
25 Aug 69	HSD	Planning Factors for Sponsor Video Taping of Teaching Situations	
*27 Aug 69	HSD	Updating HS Class Information	A-14
29 Sep 69	HS Sponsors	Tch. Ques. and Review	

STANFORD RESEARCH INSTITUTE

MENLO PARK, CALIFORNIA 94025

August 14, 1969

The attached document is a brief statement summarizing the nature and extent of the evaluation of planned variations in Head Start programs that Stanford Research Institute will conduct during the coming year. It identifies the objectives and goals of this evaluation and some details of the plan of implementation. It is hoped that this brief document can provide a basis for mutual understanding between Stanford Research Institute and the sixteen communities that are involved in the planned variations for Head Start, describe the extent of the evaluation effort that SRI will engage in and indicate briefly some of the local arrangements that will be required. Two copies of the plan are attached for your convenience so that you can offer one of them to the parent group for their study and evaluation.

Members of our staff have been in contact with you by telephone and one of the later items of business has been the matter of arranging the attendance of yourself and appropriate members of the Head Start parent community at the training sessions that will be conducted during September in various cities around the country. At these training sessions SRI will convey the details of the procedures and techniques of evaluation that are to be applied in each of the Head Start communities. We feel that it is most important that each director and at least one of the community members (preferably a person(s) who can represent the parent groups), be in attendance in order to learn firsthand the working details of the evaluation plan and to meet the personnel who will be involved. The initial September training sessions will include those communities whose Head Start centers are starting before mid-September. The other communities whose starting dates extend into October will be treated separately and further details will be sent to those communities subsequently. Included with this letter is the schedule of the locations and times for the various training sessions and the SRI personnel who will conduct them. As indicated to many of you through recent phone calls, the travel arrangements will be made by the Head Start office in Washington and you can expect shortly to receive instructions as to the administrative details of your ticketing and per diem to the training sites.

At the training sessions you will receive detailed information as to how the evaluations will be conducted and the plans for incorporating local community interests and expectations in the Head Start evaluation. The test plans were developed in joint session with the eight sponsors of the planned variation programs for Head Start.

The plan, with the concurrence of Head Start, Washington, is to initiate the community Head Start evaluations on the first Monday following the beginning of the Head Start centers in each community. At this time a team of between two to six testers (depending on the number of classes and pupils involved) will appear and make all the final preparations for the testing procedures which should begin the following day and be concluded in two weeks. It will be necessary to obtain two aides to assist in the testing for each class that is to be tested. These aides are to be local community people and will function initially as our interface with the children (for, indeed, the SRI tester is a "stranger in town" and it behooves us to make provision to establish the best possible rapport with the children). The aides will be paid by SRI according to the hourly rates in effect in the community.

The present testing schedule will take approximately three days per class. However, each child will be tested no more than a total of an hour and a half, spread over two days. We feel this is a reasonable amount of time to impose on the children, but since the testing must be done individually, there is a real need for efficient scheduling in order to accomplish the testing in the time allowed.

Within two weeks you should be receiving another communication from us with regard to certain kinds of information that are necessary to accumulate on each child in the Head Start centers. We are attempting to provide these forms to you prior to the start of the centers so that you will know what information has to be gleaned from registration records or inquiries of the parents. This form is a roster of the children in each class. Certain particular pieces of demographic information which are necessary in order to make meaningful summaries of test data are also requested.

We share in the enthusiasm of Head Start in the opportunity of seeing what changes and affects can accrue to the children as a result of the planned variation program. It is our hope that some of the evaluation procedures can be focussed specifically on the needs of each local community; the details of this arrangement will be pursued at the training sessions that you and your colleagues will be attending after Labor Day.

Should you have any questions regarding our evaluation plan or schedule please do not hesitate to call me (collect) at (415) 326-6200 extension 2682.

Very cordially yours,

Tor Meeland

Tor Meeland, Ph.D.
Sr. Research Psychologist
Coordinator, Head Start Evaluation

TM/ja
Attachments

SCHEDULE OF TRAINING SESSIONS for HEAD START EVALUATION

Community		Date
Chattanooga, Tenn.	Atlanta	3-4 September, 1969 1.00 P.M. 3 September to 12.00 NOON 4 September
Walker Co., Ga and Albany, Ga.		
Tupelo, Miss		
Okaloosa, Fla		
Jacksonville, Fla		
Johnston County, N.C.		
Cleveland, Ohio	Cleveland	4-5 September, 1969 1:00 P.M. 4 September to 12.00 NOON 5 September
E. St. Louis, Ill.		
Wilmington, Del		
Morgan Community, W.D.C.		
Duluth, Minn., and St. Cloud, Minn.	Duluth, Minn.	3 September, 1969
Oraibi, Arizona and Acoma, N.M.	Phoenix, Ariz.	5 September, 1969
Tuskegee, Alabama	To be arranged	
Lakewood, N.J., and Jersey City		
Portageville, Mo.		
Central Ozarks, Mo.		

Note: You will be notified of the training session location at a later date.

OBJECTIVES AND SCOPE OF THE EVALUATION OF HEAD START PLANNED VARIATIONS

The overall purposes of studying Head Start programs in a framework of planned variation are to: (1) compare the relative effectiveness of different education models in Head Start, and (2) assess the cumulative impact of a coordinated Head Start and Follow Through public school experience.

The first year of the planned variation program in Head Start is viewed as developmental for both the programs and their evaluation. Evaluation objectives for 1969-70 are to: (1) document the implementation of the eight different sponsor programs in the sixteen communities in which they will be initiated, (2) collect baseline data on both participating and non-participating children and others influencing or affected by the program, and (3) obtain measures of changes that may be attributed to the programs, both within and between communities and models. Because of the developmental character of the first year, these latter measures of impact, of course, will be tentative. Objectives for subsequent years of the experiment may be stated only provisionally at this time.

Three major tasks are anticipated during 1969-70:

1. Providing objective information about the implementation of each sponsor's program.
2. Evaluating the first year's impact of the programs on participating children, teachers, and parents.
3. Establishing means for studying the longer term impacts, by linking Head Start experience with subsequent participation in Follow Through.

METHOD OF APPROACH

During the first year of evaluation of planned variation in Head Start, the emphasis will be on developing evaluation designs appropriate to local situations, focussing particularly on children who are participating in sponsored Head Start programs and other children who are participating in non-sponsored Head Start programs. The latter would serve as comparison groups to the sponsored groups.

Measurement and Data Collection

The measurement plan will seek to assay each sponsor program against the goals it sets for itself, as well as against the purposes of the national program. Necessarily, then, there must be not one evaluation but many, for a specific program may demonstrate high effectiveness against one set of goals and lesser effectiveness against other sets.

Within this framework, tests will be developed that seek to satisfy, at least preliminarily, program goals that were shared by all sponsors as well as goals that are unique to a single sponsor. Determining instrumentation for initial measurement in the baseline year for evaluation of planned variation in Head Start is an issue that deserves full participation by program sponsors as well as SRI and Head Start staff. The counsel and suggestions of local Head Start officials, CAP members, and parents will also be sought.

A common core of information about children, parents, and teachers is needed and should be obtained through measures that are compatible with program effort in all locations. Some measurement may need to be unique to particular locations or programs.

We suggest that the primary means for obtaining common-base measures on children be a battery of individual and group tests and inventories administered by staff accountable to SRI. Aides and junior testers will be hired from the local community and Head Start parent groups to administer some of these tests. Information about parents would be obtained through two principal means: (1) demographic and other descriptive data obtained through structured forms completed at Head Start Centers when children are registered, and (2) household interviews conducted with a sample of parents or mothers. The main source of information about teachers and about program implementation would come from selective interviews with teachers and from observation of a sample of Head Start classrooms at each location.

Timetable of Key Tasks and Reports

Table 1 shows the expected schedule of performance on key tasks of the study, including provisions for reviews with sponsors, Head Start staff, and others (such as the USOE/Follow Through staff) regarding the conduct of the study during this year and subsequent years when children in this study are enrolled in the Follow Through program.

Table 1

SUMMARY OF MAJOR PROJECT EVENTS

Tasks	Months													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Planning meetings with sponsors and Head Start staff							X						X	
2. Selection of instruments	X						X							
3. Recruit and train testers		X	X						X	X				
4. Individual and group testing			X	X							X	X		
5. Pretest of parent interview schedule							X	X						
6. Parent interviews										X	X			
7. Classroom observations for implementation data				X	X					X	X			
8. Data reduction, tabulation, and analyses at Menlo Park			X	X	X	X					X	X	X	X
9. Reports to Head Start				X			X			X				X

STANFORD RESEARCH INSTITUTE

To: Head Start Director

Date: 21 August 1969

From: Tor Meeland

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1. Although the enclosed forms are intended to be self explanatory it may be useful to make some comments about their application in your community. These Classroom Information Forms represent one way of formally identifying each child in each Head Start class and to array various bits of information on his or her background and family. We are providing them before your initial starting date (hopefully) in order that you may be alerted to the kinds of information that should be elicited from the parent during the time of registration of the child and to distribute the forms to the teachers in the classes to be tested. Each class teacher should receive:

1. Instruction booklet (6 pages)
2. White Classroom Information Form (1 copy)
3. Yellow Classroom Information Form (2 copies)
4. Carbon paper (2 sheets)

The instruction booklets should be sufficiently complete to answer most questions that arise. If this is not the case, please call me (collect) at (415) 326-6200, extension 2682, or Mrs. Klara Evans, extension 2454.

Should you or the teacher(s) determine that some item of information appears to be sensitive for any particular parent, please do not pursue the issue. There is no intention to pry into private information about any family. We are attempting to document relatively public information on the various characteristics of the children and families that will be tested in the Evaluation Program of Planned Variations in Head Start. As you will see in the instruction booklet, it is quite possible that some pieces of information are simply unavailable. We have noted on page 1 how missing information is to be coded.

The SRI testers who come to your community shortly will examine the Classroom Information Forms and give whatever assistance is necessary for the accurate completion of the requested information. It will be their responsibility to return the white form to us in Menlo Park, Calif. and to leave the teachers two yellow copies for additions to their records and future reference during the year. One of the completed yellow copies is to be returned to us at the end of the program year.

2. In anticipation of the assistance that our testers will require in your community, we would appreciate your locating two tester aides for each Head Start class that will be tested. We will pay the aides at an hourly rate which is the same as your local pay scale for work of this type. One aide in each class will be trained by our tester to give some of the simple tests to the children and thus it is desireable that this aide have a high school education. The second aide will assist in some of the logistic activities associated with the testing program.

To: Head Start Director
From: Tor Meeland

21 August 1969

3. In each class we need to have the Mothers of one-half of the children be available for participation in the evaluation program. The details of that participation will be described at the training session (scheduled according to my letter to you 14 August 1969) as will be the procedure for the selection of this half of the class. Each Mother will be occupied with her child for a period of approximately thirty minutes, although her total time in absence from her home will be approximately one and one-half hours. We hope to be able to provide a small honorarium to the Mother for her to use for payment of her babysitters as necessary. Transportation of the Mother to the Head Start center will have to be arranged with your help. Our experience has shown that unless transportation is provided for the Mother, it is well nigh impossible to insure her appearance at the scheduled time. We hope her participation with her child will be a very satisfying event.

Again, do not hesitate to call me collect if you have any questions about the use of the Classroom Information Forms. We look forward to meeting you at the training session.

STANFORD RESEARCH INSTITUTE

To: Distribution
Date: 27 August 1969

From: T. Meeland
Location:

Subject: Updating Head Start Class Information
Answering:

To be sure that the evaluation design for each community is as tight and systematic as possible, we wish to confirm, where possible, certain features and conditions about the Head Start classes to be tested in the Evaluation of Planned Variations.

The classes to be tested are identified in the attached listing along with certain descriptive characteristics.

Please review carefully the information about the classes in your community and make all the recessary corrections. In particular, we are concerned about columns "Any Previous Head Start" and "In 1970, They Will go to": the children should have no previous Head Start (full year or summer) and we must have the best estimate as to the type of school they can be expected to enter next fall, in this community, i.e., regular K or 1st grade or a Follow Through K or 1st grade (and who will be the sponsor). Please return the list to me; the second copy is for your files.

TM:st
Attachment

Appendix B

SPRING 1970 COMMUNICATIONS

Appendix B

SPRING 1970 COMMUNICATIONS
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STANFORD RESEARCH INSTITUTE

To: Head Start Sponsors

Date February 25, 1970

From: Tor Meeland

Location:

Subject: Center closing dates and Evaluation Calendar

Answering:

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1. The first enclosure shows the last day of Head Start classes in each of the P. V. communities. These dates were obtained January 15-19 by phone calls to the communities. If your later contacts uncover changes in these dates, I'd appreciate a note from you to this effect.

2. The second enclosure is a copy of our evaluation calendar for spring 1970. There are some changes in dates from what was given orally at the Head Start meeting February 10, 1970.

LAST DAY OF SCHOOL FOR HEAD START CENTERS

	Date	Vacation
Nimnicht		
Cleveland	Full Year	8/3-9/1 probably
Duluth	6/5	
St. Cloud	5/29	
Henderson		
LaFayette	6/2	(Depends on weather. Snow dates added)
Albany	Full Year	
Lakewood	6/15	
Jersey City	7/30	
Bank Street		
Tuskegee	7/31	
Wilmington	5/29	
Becker & Englemann		
E. St. Louis	Full Year	7/15-8/1 probably
Tupelo	Full Year	Closed 2 weeks in July prefers testing during May
Bushell		
Oraibi	5/29 or 5/22	
Acoma	5/29	
Portageville	5/15	
Weikart		
Okaloosa	5/29	
Pensacola	Full Year	- Vacations during summer months
Central Ozark	5/29	(Depends on weather. Snow dates added)
Gordon		
Jacksonville	Full Year	(Prefers testing 1-15 May)
Chattanooga	6/5	
Armington		
Capitol Head Start	8/14	
Johnston County	5/29	

January 20, 1970

Spring 1970

Calendar of Head Start Evaluation Activities

Feb 2-13 Exemplar class observations in Portageville, Mo., E. St. Louis, Jacksonville, Ft. Walton Beach, Fla, Capitol Head Start, Washington, D.C., Lakewood, N.J., Wilmington, Delaware, Duluth, Minn.

Feb. 16-27 Prepare final observation form and training manual.

Feb. 24- Mar. 6 Mail and telephone communication with the Joint Fellows on the class observation data Jane Stallings collected Feb. 2-13.

Mar. 3-5 Class observer training at SRI.

Mar. 6-12 Class observation in Menlo Park and vicinity.

Mar. 17-19 Training of Head Start class observers in cities to be determined.

Mar. 23- Apr. 8

Head Start Class Observations in:	Number of Classes to be Observed in:	
	Planned Variation	Comparison
Duluth (Nimnicht)	3	3 (St. Cloud)
E. St. Louis (Becker/ Englemann)	3	3
Portageville (Bushell)	3	
Jacksonville (Gordon)	3	3
Capitol Head Start (Armington)	3	3
Lakewood (Henderson)	3	3 (Jersey City)
Tuskegee (Bank Street)	3	3
Ft. Walton Beach (Weikart)	3	3 (Pensacola)

Note: These locations may change upon recommendation of the sponsor.

Apr. 6-10 Distribution of Teacher Questionnaire to all teachers in P.V. and comparison classes.

Apr. 20-
May 1 Training sessions for spring pupil testing

1. Phoenix (Apr. 20-21) for
   Oraibi, Acoma, N. M.

2. St. Louis (Apr. 23-24) for
   Duluth/St. Cloud
   Central Ozarks
   Portageville
   E. St. Louis

3. Philadelphia (Apr. 27-28) for
   Capitol Head Start
   Wilmington
   Lakewood/Jersey City
   Johnston County, N.C.

4. Mongomery, Ala (Apr. 20-May 1) for
   Chattanooga
   LaFayette/Albany
   Tupelo
   Tuskegee
   Ft. Walton/Pensacola
   Jacksonville

Note: The locations for the training sessions might change due to meeting room unavailability.

Apr. 27-
May 22 Pupil Testing

1.	Apr. 27-May 8	Portageville
2.	Apr. 27 - May 15	Oraibi (or May 4-22)
3.	May 4 - 22	All other communities

February 13, 1970

STANFORD RESEARCH INSTITUTE

To: Distribution B.

Date: 16 March 1970

From: Tor Meeland

Location: Menlo Park, California

Subject: Classroom Observation Plans

Answering:

Classroom Observation Plans

The procedure for the classroom observations has gone through two intensive months of review and refinement in conjunction with the Follow Through sponsors who have programs in Head Start Planned Variation and it now appears that the instrument is responsive to each of the models to some degree. During the first half of February, Jane Stallings and Becky Simons field tested the procedure in Head Start and Follow Through classes in Portageville, East St. Louis, Jacksonville, Fort Walton Beach, Lakewood, New Jersey, Wilmington and Duluth. We have just completed the third round of refinement of the training procedure that will be used to prepare the community-based observers we hope to employ to make the observations.

Class observations will be done in selected communities* and will cover both Head Start and Follow Through classes according to the schedule shown in Table 1. The Head Start and Follow Through classes will be observed for two successive days. The observer will be in the class for the whole day. Some classes in Follow Through will have a third day of observation for rater reliability purposes.

Two training sessions will be held between March 31 and April 9, according to the schedule shown in Table 1. The class observations are to be completed within a three week period during April 6 - 30.

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* Selected primarily on the basis of logistical considerations, i.e., travel costs and scheduling problems of monitoring by SRI, provided each sponsor was represented.

Class observers will be hired from the local communities, trained by our team and paid for their expenses for travel, time in training, and doing the class observations. We will appreciate the assistance of the Head Start Directors and the Follow Through Coordinators in those communities where class observations will be made in identifying candidate observers for us. The qualifications are as follows:

a. Have participated in Head Start or Follow Through class activity as a teacher, aide or volunteer, i.e., had experience in classes with young children.

b. Be able to memorize a list of about 35 codes that will be used in recording the class activities.

c. Should not be an employee of the school district (or Head Start program).

d. Be able to keep records carefully.

e. Experience and education in testing and observations would be desirable, but are not necessary.

f. Sufficient free time to attend the training session (see Table 1 for dates and location) and to devote up to five hours a day for 14 days maximum, during the class observation period, April 6 - 30.

Selection of classes to be observed in each community will be done by SRI in conjunction with the sponsors in the case of the Planned Variation classes and the Sponsored Follow Through classes. For the comparison classes in Head Start and Follow Through, we need your counsel on which comparison classes should be observed. We prefer that the teachers selected are good teachers with respect to the teaching styles or procedures that are in use in the District.

Coordination between SRI and the sponsors and communities listed in Table 1 has begun by phone by Margaret Carroll, (415) 326-6200, ext. 4367, in order to give an early alert on the need to recruit observer trainees, explain the selection procedure further, and the pay and reimbursement procedures that will be used.

Table 1

LOCATIONS FOR CLASS OBSERVATIONS

(1) =In Soar's study

Classes to be Observed

		Head Start		Follow Through							
				Follow Through			Com-parison				
Sponsor	**City**	**Exp.**	**Cp.**	K	1	2	K	1	2	Total Classes	No. of Observers
Nimnicht	Duluth, Minn. (1)	3	3 (St.Cloud)	2	2	2	2	2	2	18	5
Henderson	LaFayette, Ga. (1)	3	3 (Albany)		2	2		2	2	11	4
Bank Street	Tuskegee, Ala. (1)	3	3		2	2		2	2	14	4
Becker/ Engelmann	E. St. Louis, Ill. (1)	3	3		2	2		2	2	14	4
Gordon	Jacksonville, Fla. (1)	3	3	2	2		2	0		12	4
EDC	Morgan, Wash. D.C.	3	3		2			2		10	3
Bushell	Portageville, Mo.	3	3	2	2		2	2		14	4
Weikart	Okaloosa, Fla.	3	3 (Pensacola)		2	2		2	2	14	4

Training Sessions:

A. St. Louis, Mo. (Mar. 31-Apr. 3)
Sheraton-Jefferson Hotel
415 No. 12th St., St. Louis, Mo.
Duluth
E. St. Louis
Portageville
Morgan

B. Atlanta, Ga. (Apr. 6 - 9)
Quality Hotel Central
100 Tenth St. N.W. , Atlanta, Ga.
LaFayette
Tuskegee
Jacksonville
Okaloosa

Distribution B

Follow through Coordinators

Head Start Directors

Copies:
  Follow through (Dr. Judy Crooks - 20
  Head Start (Dr. Lois-ellin Datta) - 4
  Sponsors
  Joint Fellows
  Head Start Regional Directors 3
    Chicago
    Atlanta
    Charlottsville
    Kansas City
  SRI Regional Representatives
  SRI Project Staff

STANFORD RESEARCH INSTITUTE

To:	Distribution C	Date:	March 30, 1970
From	Tor Meeland	Location:	
Subject:	Spring Pupil Testing Activities for Head Start Planned Variation	Answering:	

Introduction: This document describes the plans and procedures that will be used to implement the Spring Pupil Testing (the Post Tests). Since the fall '69 testing, many of you have made numerous suggestions for improving the procedures and the tester organization in order to reduce to a minimum the demands placed on the local Head Start offices and personnel and to increase the quality of the data collected. The changes that have been incorporated reflect an earnest attempt to respond to these suggestions.

A. Test Communities

Pupil testing will occur in twenty different communities as shown in Table 1. It can be noted that Cleveland will not be included in the spring testing and it is hoped that testing can be resumed there by next fall. Where double entries appear, e.g., LaFayette/Albany, Ga., the second community contains the comparison classes.

B. Test Schedule

The duration of Head Start Programs in the twenty test communities ranges from 8-12 months. In half of the locations, classes end by June 1, 1970; Portageville closes May 15 (by our current records). In order to avoid any testing during the last weeks of classes (in most locations) and to provide a three-week period in which to complete 10-13 actual days of testing, the basic test period will run from May 4-22, 1970 (Portageville: April 27-May 8).

C. Test Battery

The pupil test battery will be the same as used in the fall and will include:

1. The Stanford-Binet
2. The 8-Block Mother-Child Interaction
3. The Pre-school Inventory (PSI)
4. The NYU test of:
    a) Pre-science, pre-math, and prepositions (Booklet 3D)
    b) Letters, Numerals and Shape Names (Booklet 4A)
5. Motor Inhibition Test (Beam Walking, Truck Pull and Line Drawing)

During the period when the mothers are present for the 8-Block test, a PARENT QUESTIONNAIRE will be administered. The items of information have been approved by Head Start, Wash. D.C. A similar form has been administered to over 15,000 parents in the Follow Through Evaluation. A brief field trial of the PARENT QUESTIONNAIRE helped simplify the form, eliminate awkward and unclear items and demonstrated that about an hour is needed to complete the questionnaire (actually the time ranged from 45 minutes to an hour and a half).

TABLE 1

Pupil Testing Dates

SPONSOR	COMMUNITY	TEST PERIOD	PUPILS TO BE TESTED		
			BINET	8-BLOCKS	AUXILIARY BATTERY
Nimnicht	Cleveland				
	Duluth	May 4-22	40	33	72
	- St. Cloud	"	26	25	46
Henderson	Lafayette	"	78	47	139
	- Albany	"	42	23	61
	Lakewood	"	50	38	112
	- Jersey City	"	46	33	97
Bank Street	Tuskegee	"	101	102	200
	Wilmington	"	129	116	240
Becker & Englemann	E. St. Louis	"	66	43	136
	Tupelo	"	99	65	168
Bushell	Oraibi	"	53	43	136
	- Acoma	"	23	22	47
	Portageville	April 27 - May 8	131	67	136
Weikart	Okaloosa	May 4-22	21	19	41
	- Pensacola	"	29	29	57
	Central Ozark	"	105	106	248
Gordon	Jacksonville	"	55	44	94
	Chattanooga	"	74	33	103
Armington	Morgan Community	"	57	35	98
	Johnston Co.	"	75	59	140

Prior to the test period, a copy of the PARENT QUESTIONNAIRE will be sent to you for your information and if you consider it appropriate to review it with your PAC Chairman, please do so. We will not have time to reprint with changes, but it will be possible for you to alert the interviewer of any items you believe may cause difficulty. However, in order to maintain consistency in the data collection procedure, it is most important that the items are not shown to or discussed with the mothers who participated in the 8-Block test last fall - they will be the interviewees. The reason for this caution is the need to avoid premature formulations of responses and to avoid last minute discussions and interactions that could inadvertently shift any parent's view.

A similar caution is applicable to the pupil test battery and its contents. Although each child experienced similar tests last fall and the teachers were generally well aware of what those tests included, it would be most disadvantageous to the objective intent of the Planned Variation Evaluation if the teachers were reminded of the contents of the test battery listed above for fear that there could be an innocent "pointing" toward the tests. In short, please don't spill the beans.

D. Pupils to be Tested

The tests will be given only to those children who were tested last fall. If a child took any of the tests then, he will be retested even if the original test(s) were incomplete. Children who joined the class after the fall tests, or missed all tests, will not be post-tested. Table 1 shows the total number of pupils who were tested last fall. It is expected that the attrition due to family moves, withdrawals and absences will be about 10-12%.

E. Testers to be Used

Changes have been made in the numbers and types of testing persons that will be used and also in the organization of the testing teams. In each community there will be five kinds of testing personnel involved. Their titles and duties are as follows:

1. Site Coordinator - This is a qualified Binet tester with other testing experience and background who will spend one week at SRI, April 13-17, becoming fully familiar with every aspect of the testing program. He will be responsible for training the four types of testers that will work in each community. (For cost and logistic reasons, the 8-Block testers will be trained by SRI at two central training sessions.) The Site Coordinator is also responsible for adherence to the specified test procedures by all his testers and he must personally review all the test data forms for completeness prior to shipping them back to SRI.

The scheduling of the tests and testers is his responsibility in coordination with the Head Start Director. We hope that the presence of the Site Coordinator can eliminate almost all of the testing-related inconveniences that the Directors faced last fall. Since the Site Coordinator is not from the center's neighborhood, it may be difficult for him to arrange the testing time appointments for the "8-Block" mothers. We are trying to make arrangements for him to be able to hire a local person for a short time to give him assistance and thus further reduce the demands on Directors. The Site Coordinator will also be responsible for seeing that the pay forms for the locally hired testers are completed and submitted to SRI correctly.

2. Binet Tester - The number of Binet testers to be used in each community varies according to the number of children to be tested. Table 2 shows how many will be used at each location. This person will give Binets only and will be supervised and scheduled by the Site Coordinator.

3. Auxiliary Battery Tester - This person was called the Jr. Tester last fall. She will administer the Auxiliary Battery (Booklet 3D, 4A, PSI and Motor Inhibition). In Table 2, you can see how many are needed at each location. It would be desirable to use the same Jr. Testers of last fall in this position and we would appreciate it if the Directors could select now the persons to be the Auxiliary Battery Testers. If we wait until the Site Coordinator completes his training at SRI and then goes to the center, it will be too late to employ the Auxiliary Batter Testers. The Site Coordinator will train, supervise and schedule them. The pay rate will be the same as for the Jr. Tester position of last fall. A two-day training session will be conducted by the Site Coordinator during the week prior to the beginning of the pupil testing.

4. 8-Block Tester - This will be a person from the local community who will be selected by the Director, paid by SRI on a consultant basis and trained during a three-day period in either St. Louis (April 22-24) or Atlanta (April 27-29). The procedures and forms for the 8-Block test have been simplified and video tapes are now available for training purposes.

In a very few instances, the class observers who were trained by SRI will have completed their observations and thus could be available to do the 8-Block, but generally this is not so. The number of 8-Block testers needed in each community is shown in Table 2. We request that the Director select the persons for this position; contract forms and instructions will be sent separately. The qualifications for the 8-Block tester are:

a. able to learn a testing procedure.
b. not presently a paid worker in Head Start.
c. able to attend a three-day training session as follows:

1) in St. Louis, April 22-24, at the Sheraton Jefferson Hotel for:

* Duluth
* St. Cloud
* Lakewood
* Jersey City
* Wilmington
East St. Louis
* Oraibi
* Acoma
Portageville
Central Ozarks, Mo.
* Morgan (Wash. D.C.)

Table 2

TESTERS TO BE USED IN EACH COMMUNITY

Sponsor	Community	Binet Testers	8-Block Testers	Parent Interviewers	Auxiliary Battery Testers
Nimnicht	Cleveland	-	-	-	-
	Duluth-	1	1	1	2
	St. Cloud	1	1	1	1
Henderson	Lafayette-	3	1	1	3
	Albany	2	1	1	1
	Lakewood-	2	1	1	2
	Jersey City	2	1	1	2
Bank Street	Tuskegee	3	2	2	4
	Wilmington	4	3	3	4
Becker and Englemann	E. St. Louis	2	1	1	3
	Tupelo	3	2	2	3
Bushell	Oraibi-	2	1	1	3
	Acoma	1	1	1	1
	Portageville	4	2	2	3
Weikart	Okaloosa-	1	1	1	1
	Pensacola	1	1	1	1
	Central Ozark	3	2	2	4
Gordon	Jacksonville	2	1	1	2
	Chattanooga	3	1	1	2
Armington	Morgan Community	2	1	1	2
	Johnston County	3	2	2	3

2) in Atlanta, April 27-29, at the Quality Hotel Central for:

LaFayette
Albany
Tuskegee
Tupelo
* Ft. Walton Beach
* Pensacola
* Jacksonville
Chattanooga
* Johnston County, S.C.

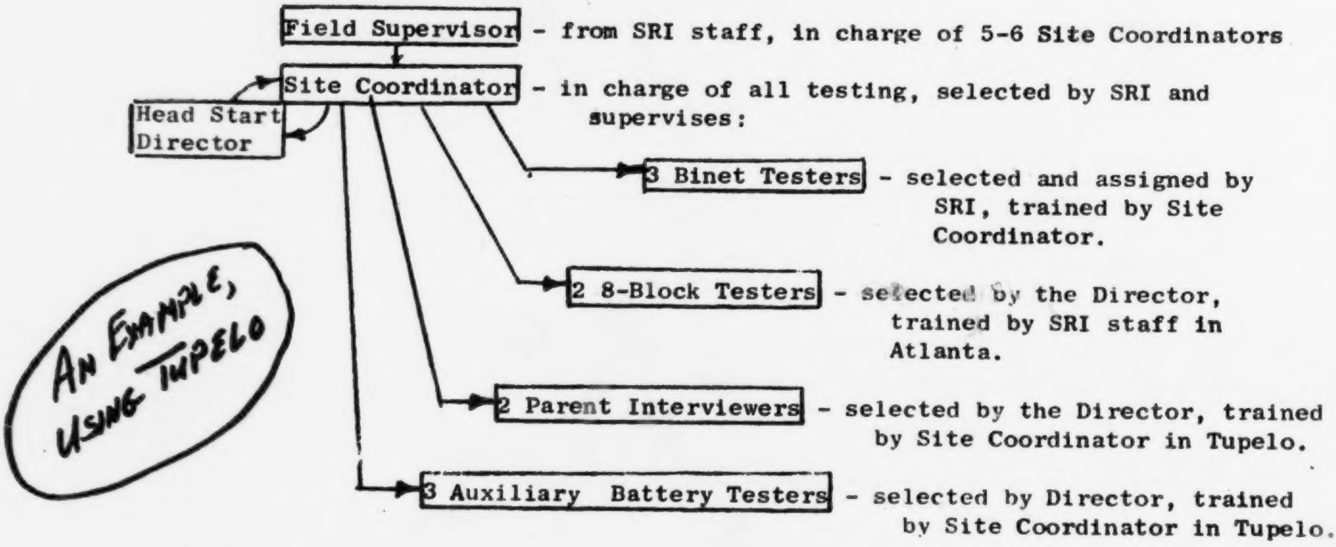
* Air tickets will be supplied to testers from these locations. Others will be reimbursed for car travel at 10 cents per mile. Rooms and subsistence will be provided along with reimbursement for travel expenses. Details will come separately.

d. free to administer tests for up to 12 days during the period May 4 - 22. (Portageville: April 27 - May 8 only).

The 8-Block testers will be paid for training and testing time at a rate of 20% higher than the Auxiliary Battery Testers. After the training session, they will be supervised and scheduled by the Site Coordinator.

5. Parent Interviewer - This person should be the same caliber as the Auxiliary Battery Tester and will receive the same rate of pay. She will administer the PARENT QUESTIONNAIRE to the mothers who participate in the 8-Block testing. Her one day training will be given by the Site Coordinator during the week prior to the pupil testing. She will be supervised by the Site Coordinator. There must be one Parent Interviewer paired with each 8-Block Tester. We request that the Director select the Parent Interviewer(s).

6. Summary of testing team makeup. The testing team for each community consists of several types of persons. Using Tupelo as an example, the structure appears as follows:



Field Supervisor - from SRI staff, in charge of 5-6 Site Coordinators

Site Coordinator - in charge of all testing, selected by SRI and supervises:

Head Start Director

3 Binet Testers - selected and assigned by SRI, trained by Site Coordinator.

2 8-Block Testers - selected by the Director, trained by SRI staff in Atlanta.

2 Parent Interviewers - selected by the Director, trained by Site Coordinator in Tupelo.

3 Auxiliary Battery Testers - selected by Director, trained by Site Coordinator in Tupelo.

AN EXAMPLE, USING TUPELO

F. Honoraria

Upon completion of the 8-Block test and the PARENT QUESTIONNAIRE, each mother will be given an honorarium of five dollars.

G. Test Kits

We will send test kits to each Director to be held for the Site Coordinator. The Site Coordinator will have the keys to these kits. The 8-Block testers will receive their materials at the training sessions. The Site Coordinator [illegible] responsible for packing and shipping the kits back to SRI.

H. Testing Procedure

Name lists will be provided to the Site Coordinator and Director which will identify each child who is to be tested. Depending on the local schedule, it may be necessary to add thirty minutes to the beginning and/or end of the class day in order that the testing can be completed before May 22 (May 8 in Portageville). The scheduling of centers and classes to be tested is to be coordinated with the Directors. A preferred order of testing will be in the hands of the Site Coordinator. The order in which children in a class should be tested will be prescribed by SRI and must be followed.

I. Critical Dates

Several dates are mentioned in the preceding sections. Table [illegible] summarizes them in pseu-calendar form.

J. Final Comments

In several instances I was given reports that the testing conditions for specific children were less than desirable or acceptable. In most cases these reports were substantiated by the entries in the Testers Logs which included the beginning and ending time of each test given to each child, errors, omissions or changes in procedures, description of the testing circumstances and finally an appraisal by the tester as to the "acceptability" of the responses or scores made.

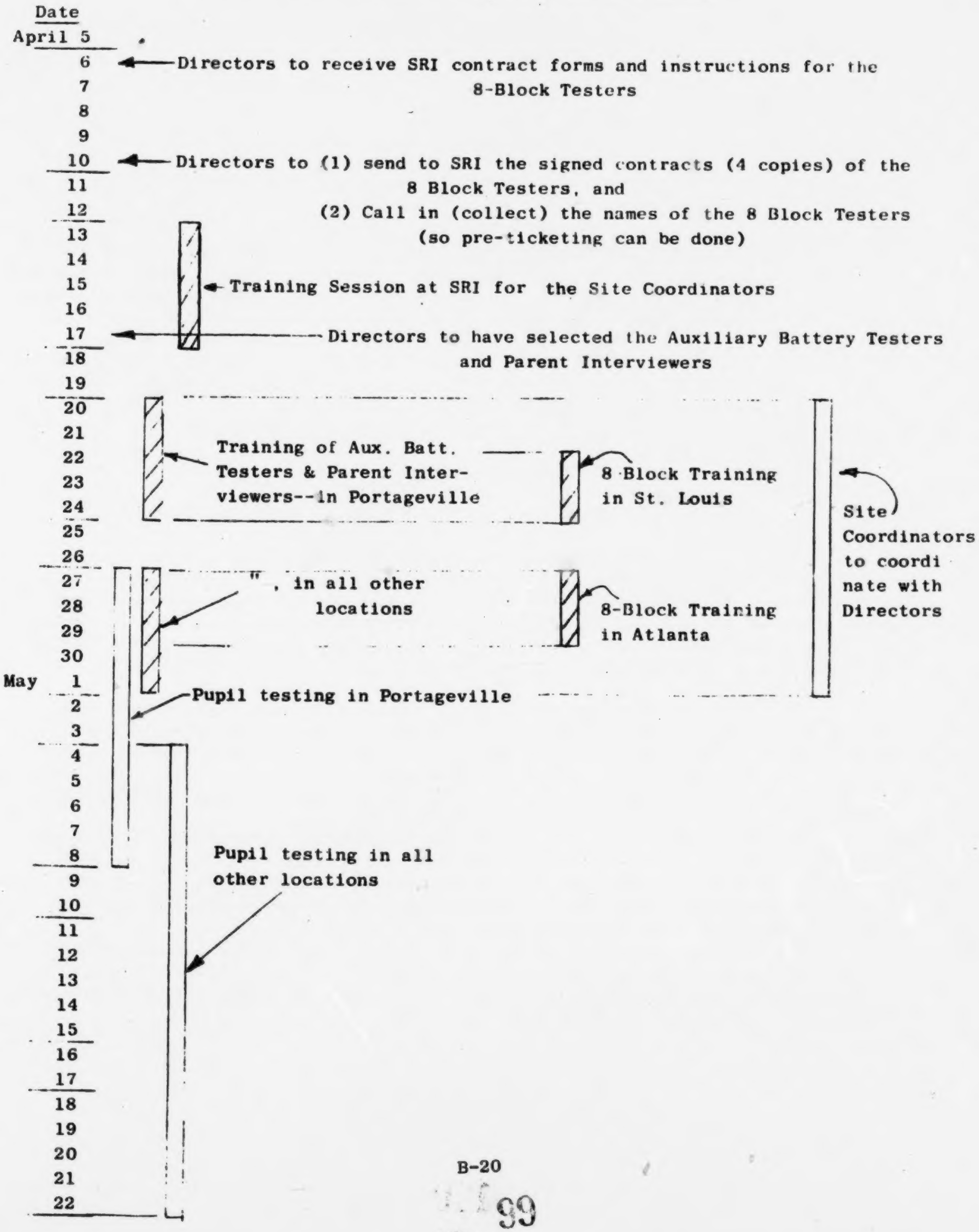
Each tester has been evaluated according to mechanical completeness of his test recordings and the reports on his performance given to us by the Directors, the Field Supervisors, and others. We have dropped several Binet Testers who did not perform to our satisfaction. In the case of the Jr. Testers, we will send to the Directors the names of the Jr. Testers from last fall that we will not re-hire as Auxiliary Battery Testers.

Last fall we had several instances where payments were delayed. We hope that the presence of the Site Coordinator will eliminate any future delays. Most often the delays were due to lack of signatures, incomplete Activity Reports (we couldn't tell who did what where!), or a person misspelling her name (or spelling it differently from her W-4 form).

If you have any comments or questions about these spring testing plans, please send them to me by mail or phone (415) 326-6200 ext. 2682. I have tried to bring you abreast of our plans; if changes are made, I hope they are minor ones--and I will send them along to you.

Table 3

CRITICAL DATES FOR HEAD START TESTING, Spring '70


Date
April 5
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22
Directors to receive SRI contract forms and instructions for the 8-Block Testers
Directors to (1) send to SRI the signed contracts (4 copies) of the 8 Block Testers, and
(2) Call in (collect) the names of the 8 Block Testers (so pre-ticketing can be done)
Training Session at SRI for the Site Coordinators
Directors to have selected the Auxiliary Battery Testers and Parent Interviewers
Training of Aux. Batt. Testers & Parent Interviewers--in Portageville
8 Block Training in St. Louis
Site Coordinators to coordinate with Directors
" , in all other locations
8-Block Training in Atlanta
Pupil testing in Portageville
Pupil testing in all other locations

Distribution C

Head Start Directors	(2)
Dr. Lois-ellen Datta	(4)
Planned Variation Sponsors	
Head Start Regional Directors	(3)
Atlanta	
New York	
Chicago	
Kansas City	
San Francisco	
Charlottesville	
SRI Field Supervisors	
Site Coordinators	
Project Staff	
Policy Review Committee	

Information copies to:

Joint Fellows
Community people

STANFORD RESEARCH INSTITUTE

To: Head Start Directors

Date: 16 April 1970

From: Tor Meeland

Location:

Subject: Parent Questionnaire

Answering:

Enclosed are two copies of the Parent Questionnaire which are to be administered to each mother who participates in the 8-Block Mother-Child Interaction Test.

In my memo of 30 March 1970 (pages 1 and 3), it was suggested that you share the questionnaire with the PAC Chairman and if you conclude that any items may be difficult or troublesome, please discuss the issues with your Site Coordinator. Below is a list of the site coordinators who will be in contact with you during the period 21-27 April for coordination of the spring testing.

SITE COORDINATOR ASSIGNMENTS

Duluth	John Berg	Oraibi	Ann Smith
St. Cloud	Becky Simon	Acoma	Marlene Venardos
LaFayette	Dennis Carringer	Portageville	John Scott
Albany	Edward Ritter	Okaloosa	Naomi Blassingille
Lakewood	Rick Grippaldi	Pensacola	Naomi Blassingille
Jersey City	Mary Lou Bizzaro	Central Ozark	Ollie Bradshaw
Tuskegee	Myrtle Adams	Jacksonville	Richard Marotta
Wilmington	Barbara Bonner	Chattanooga	Malinda Ray
E. St. Louis	Cindy Souza	Morgan Comm.	Marie Bowen
Tupelo	Russell Mapp	Johnston Co.	Douglas Brennan

Copies:
- Dr. Lois-ellen Data (4)
- Planned Variation Sponsors
- Head Start Regional Directors (3)
  - Atlanta
  - New York
  - Chicago
  - Kansas City
  - San Francisco
  - Charlottesville
- SRI Field Supervisors
- Site Coordinators
- Project Staff
- Policy Review Committee

Information copies to:
- Joint Fellows

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STANFORD RESEARCH INSTITUTE

To: Site Coordinators

Date: 4/24/70

From: Tor Meeland

Location:

Subject: Various Left-over Items

Answering:

---

1. A complete copy of the 8-Block Manual was sent 4/23/70. It is pre-punched to fit your notebook.

2. The record sheets for the 8-Block Test are being distributed to the testers at the training sessions in St. Louis and Atlanta by Klara Evans. Klara will also give the 8-Block testers an extra 25 copies to be handed to you for reserve.

3. Stop watches for the Auxiliary Battery Testers were packed in your Test Kits. The watches for the 8-Block testers will come in one of the being sent to the Head Start Directors. (Duluth, Acoma and Jacksonville material will be sent to John Berg, Marlene Venardos and Dick Marotta, respectively, as requested.)

4. Cindy Souza will be the Site Coordinator for East St. Louis. Becky Simon, who accompanied Jane Stalling on her Eight City trip for the class abservation pre-tests, will the Site Coordinator for St. Cloud, Minnesota.

5. After the close of the meeting last Friday, I could not find any copies of the class lists which were to be forwarded by me in order to reduce suitcase packing problems. If anyone needs copies of his class lists, let me know.

6. Because the name labels were undersize, a revised set of identification data was printed. The 10 digit code shows the sponsor, location, school (or center) teacher and child's number. The description is printed on a single label at the beginning of each class. For example:

```
02 GLEN NIMNICHT
  03 CLEVELAND OHIO
    01  MARY H MARTIN CENTER
      01  MRS FRANKLIN -1-
```

On the child's label, there is a 3 digit number which represents a computer word code--ignore it.

I was just informed that many "8-Block" labels were printed and not enough (or any) "Binet" labels. Simply cross out any test name that is wrong and use the label.

To: Site Coordinators
From: Tor Meeland

4/24/70

7. The rules for testing children are as follows:

	If these tests have astericks			Administer these tests		
	Auxiliary Battery	Binet	8-Block	Auxiliary Battery	Binet	8-Block
a	--	--	--	no	no	no
b	*	--	--	yes	no	no
c	--	*	--	yes	yes	no
d	--	--	*	yes	no	yes
e	*	*	--	yes	yes	no
f	*	--	*	yes	no	yes
g	--	*	*	yes	yes	yes
h	*	*	*	yes	yes	yes

However, Portageville has some exceptions as noted on the class lists sent to John Scott.

8. A large envelope was sent Tuesday by Cindy and included a contents list, labels, envelopes, memo sheets, dividers, expandable files, etc. If you have not received it, please inform me.

9. Reminder: Be sure to avoid testing all the sponsored (Planned Variation) classes before (or after) the comparison classes.

10. There seem to be many shippers/truckers' strikes occurring around the nation and this will cause delays in shipments. Please be patient.

11. Cheers!

STANFORD RESEARCH INSTITUTE

To: Head Start Directors

Date: 5/4/70

From: Tor Meeland

Location: Menlo Park, Calif.

Subject: Teacher Questionnaire

Answering:

An integral part of the evaluation activities for Planned Variation is the systematic collection of certain information from the teachers of the classes used in the evaluation. This includes both the Planned Variation teachers and the teachers of Head Start classes that constitute the comparison group.

As described below, will you please distribute the Teacher Questionnaires as soon as you receive them so that they can be completed by the teachers within five days and then returned to me in the envelopes provided. A copy of the questionnaire is attached to this memo for your information and records. If you notice anything in the questionnaire or the procedures given below that might cause any difficulty, please contact Jean Lotridge (or Virignia Holly) at (415) 326-6200 extention 2613. If it is more convenient, talk to the Site Coordinator who in turn can contact Jean Lotridge.

1. Materials One Teacher Questionnaire is provided for each teacher along with an addressed, stamped envelope for the teacher to return the completed questionnaire to SRI directly.

2. Distribution of the Questionnaire to each teacher should be made by you. If you distribute the forms at a teacher's meeting and also provide time for them to complete the questionnaires, please do not permit any discussion of it to take place until after the forms are completed. The time required should be less than an hour.

   Return of the completed questionnaires should be done by each individual teacher. She should first check to make sure each question has been answered (please remind them not to miss any item), and then seal it in the return stamped envelope provided.

3. If any teacher has a specific problem in completing the form, she should call Jean Lotridge (415) 326-6200, extension 2613 collect.

Thank you in advance for your efforts in distributing the Teacher Questionnaire.

cc: Lois-ellin Datta 4
ARD's 3
Sponsors
Policy Review Committee
Project Staff
Joint Fellows (Info copy)

STANFORD RESEARCH INSTITUTE

To: Site Coordinators

Date: May 6, 1970

From: Tor Meeland

Location:

Subject: Various II

Answering:

---

1. Teacher Questionnaires have been sent to the Head Start directors for distribution to each Planned Variation and/or comparison teacher in her community.

   A copy of the Questionnaire and the covering memo to the Head Start directors is enclosed. We suggested that any difficulties be channeled through you to SRI (Jean Lotridge).

   On May 15th, please remind the Head Start director to check if the teachers have completed and mailed the forms back to SRI.

2. Attached is a cumulative list of mailings that have been sent to you. If you have a gap, tell Margaret Carroll so we can complete your records.

3. Since we use the address you gave us during S.C. training session at SRI, you may not receive things promptly when you are on a remote site for the testing. You might, periodically, ask the Head Start director if she has had any recent communication from us that you could see.

4. Our most recent address list for Head Start is enclosed. Lists such as this go out of date quickly and always include a clerical slip-up or two. If you see any mistakes, send a correction to me. The "other contact" column consists of some persons we dealt with last August and September, surrogate Head Start directors and the inevitable "miscellany."

5. In case we fail to get detailed return shipping instructions to you, do the following:

   a. Pack everything in the footlockers. If there is an overflow, throw away single sheet forms (they are cheap to make) that are blank, so you don't have to be troubled with a supplemental package. It would be convenient for us if you put all the completed forms for each class together along with the "Record of Tests" form. Use the foam pieces to pack the materials tightly. Loose packing can make a mess of some of the items. Put all the stop watches in your own kit, if possible.

   b. Call the air freight office at the nearest commercial airport. Arrange for them to pick up your footlockers.

   c. Ship them to SRI COLLECT using the return labels in the kits.

d. On the day they are picked up, please send me a postcard or letter stating how many kits were returned (give the kit numbers) and the date of the pickup. If we don't receive your shipment in five days from the pickup, we will institute a followup.

6. Weekly Reports of Number of Tests Given

Head Start, Washington, D.C., now requires me to report each Tuesday on:

a. The number of each type of tests given and

b. Problems, if any, at any site.

Please call Dorothy Stewart (415) 326-6200, ext. 4210 on Mondays (11, 18, 25 May and 1 June) a tally of the number of tests given (Binets, 8-Block, Auxiliary Battery and Parent Interviews).

7. Head Start Director Reports

Head Start, Washington, D.C., has requested that I ask each Head Start Director to give me a report on the testing procedures, conditions and organization. I will write each Head Start Director to do this and suggest they use a copy of our Tester's Log for entering their comments. Will you please give your Head Start Director a copy of the Testers Log so she can begin her records. Tell her to use the white pages for comments specific to any test occassion and the yellow pages for overall comments and suggestions. Also, please tell her that a note from me is forthcoming; but it may not arrive until next week.

CUMULATIVE LIST OF MAILINGS TO SITE COORDINATORS

Item	Date Mailed	Description
a. Given to you at SRI April 13, 1970	March 31?	Copy of memo to Distribution B "closed observations"
b. Given to you at SRI April 13, 1970	April 6	Copy of memo to Distribution C "spring testing activities"
1.	April 17-21, 1970	Site Coordinator Test Kit and supplemental package (for overflow items that wouldn't fit in the kit. (1 each)
2.	April 17-21, 1970	Test Material Kits sent to Head Start Directors (generally). (1-4 each)
3.	April 20, 1970	Supplemental envelope of forms, labels, etc. sent by Cindy Souza
4.	April 24, 1970	Memo from Tor, "Various Leftover Items."
5.	April 21, 1970(?)	Copy of memo to Head Start Director, from Tor, "Parent Interview."
6.	May 4, 1970	Copy of memo to Head Start Directors, from Tor, "Teacher Questionnaire" (with 1 copy of the questionnaire)
7.	May 6, 1970	Memo from Tor, "Various II."

STANFORD RESEARCH INSTITUTE

To: Site Coordinators
Date: May 8, 1970

From: Tor Meeland
Location:

Subject: Tester Descriptions
Answering:

We need to summarize certain characteristics of the testers used last fall and this spring. The fall data are on hand (with some gaps, naturally) and I would like to receive from each of you a description of each tester you are using for the spring pupil tests.

The forms enclosed will make the task easier for us and hopefully for you.

Instructions Enter tester's name on a line and complete the information needed as follows:

Field 1. Check the type of tester she (he) is.

Binet = Binet tester.
8-Block = 8 Block tester.
Auxiliary = Auxiliary Battery tester.
Aide = The aide you use for adminstration matters (scheduling of parent, etc.), if you use one.
Parent Interview = Parent Interview. It is possible that a double entry is appropriate here in 1 or 2 cases.

Field 2. Give the age to the nearest year, if you know it. If you estimate the age, put parentheses around the number. f you do not know the age, enter a dash. Please try for an estimate, at least.

Field 3. Use M = male; F = female. (Please, no estimates or unknowns)

Field 4. Ethnicity. Check the column that is most appropriate. If in doubt, put parentheses around the check.

Wh = White/Caucasian
Bl = Black/Negro
Mex = Mexican-American or Puerto Rican or Cuban.
Ind = American Indian
Other = Check this column if the above doesn't apply.

Field 5. Years of Education = Years of Education completed. Please enter the grade completed i.e.,

1 2 3 4 5 6 7 8/9 10 11 12/13 14 15 16/ 17 18 19
Grade School High School College Masters Doctorate
Graduate Graduate Graduate Complete

Field 6. Ethnicity of Pupils - Do not use this field; it is simpler for us to enter the percentages.

Return the completed forms (inside your Site Coordinator logs) along with all the test material when you are finished testing.

Thanks in advance for your effort.

TESTER CHARACTERISTICS, HEAD START 1969-70

Code: ( )=Estimate
— =Unknown

City

	1.					2.	3.	4.					5.	6.				
	Tester Type							Ethnicity						Ethnicity of Pupils				
Name	Binet	8-Bl.	Aux.	Aide	Par.Int.	Age	Sex	Wh	Bl	Mex	Ind	Oth	Yrs of Educ.	Wh	Bl	Mex	Ind	Oth

8071-6 5-70

STANFORD RESEARCH INSTITUTE

To: Head Start Planned Variation Sponsors

Date: May 13, 1970

From: Tor Meeland

Location:

Subject: Ratings of Teachers by Sponsors

Answering:

At the last Head Start Sponsors meeting in Washington we noted briefly that it was important for us to obtain from each Head Start sponsor ratings on how well each teacher is implementing the sponsor's model.

The enclosed forms should be easy to use. The teachers in your Head Start program are listed in order to reduce your efforts and also as another check on the accuracy of our records. The names are from Fall '69, and do not reflect name changes due to marriage, etc. nor are the replacement teachers' names substituted. Update the records, please! If you made changes in teachers, please note the date of replacement.

As you use the forms, consider what changes should be made in order to apply them to your stable of Follow Through Teachers and send your recommendations to me. We know that some of you have so many teachers that no single person can reasonably rate them.

Ratings of the Head Start comparison teachers will be done by the local Head Start Director. A copy of this form (green) is enclosed for your information.

Please return the completed yellow forms to me by May 29, 1970 -- an envelope is provided.

Community ____________________

Sponsor ______________________

We need your judgment as to how well your teachers implement your model. The table below contains the teachers' names and the centers or schools in which they teach. Please rate each of them for three time periods:

Code to Use

O = Her performance as of October 1, 1969.

M = Her performance as of May 1, 1970.

P = Your prediction of how well she will do next year (by May 1, 1971).

	Center / School	Teacher	Not Acceptable	Barely Acceptable								Completely Acceptable
			0	1	2	3	4	5	6	7	8	9
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
			0	1	2	3	4	5	6	7	8	9

8071
5/70

STANFORD RESEARCH INSTITUTE

To: Head Start Directors
Date: May 19, 1970

From: Tor Meeland
Location:

Subject: Ratings of Teachers by Head Start Directors
Answering:

The purpose of the enclosed green form is to provide you with a simple means for recording your judgment on how well the Head Start teachers in the SRI Evaluation Study of Planned Variation performed.

Copies of two memos are included for your information:

1. To Head Start Planned Variation Sponsors (May 13, 1970) from Tor Meeland, and
2. To Assistant Regional Directors (May 15, 1970) from Dr. Lois-ellin Datta

On the green form we have entered the names of your teachers whose classes we have tested. Please rate each teacher according to the instructions given on the form.

If the names have changed due to marriage, replacement, etc., please correct the name and if it is a new teacher please note the date of the replacement.

Please return the completed green form to me by June 5, 1970 in the envelope provided. Thank you again for your help.

Community ______________________

Head Start Director ________________________

We need your judgment as to how well the teachers of the classes that were tested as comparison groups for the Planned Variation Evaluation perform as Head Start teachers. The table below contains the names of the teachers and the centers or schools in which they teach. Please rate each of them for three time periods:

Code to Use

O = Her performance as of October 1, 1969.

M = Her performance as of May 1, 1970.

P = Your prediction of how well she will do next year (by May 1, 1971)

For each teacher there should be three entries made on the line (use letters O, M and P) to show how acceptable you judge her to be as a Head Start teacher. You may write the letters over one another, i.e., $\overset{O}{M}$ or $^{O}/_{M}$, to show that you rate her the same for two time periods.

	Center / School	Teacher	Not Acceptable	Barely Acceptable								Completely Acceptable
			0	1	2	3	4	5	6	7	8	9
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
			0	1	2	3	4	5	6	7	8	9

8071
5/70

STANFORD RESEARCH INSTITUTE

To: Head Start Planned Variation Sponsors
Date: July 16, 1970

From: Tor Meeland
Location:

Subject: Teacher Goals and Classroom Schedules
Answering:

Among the many things covered in the teacher questionnaire was an item that concerned teacher goals. Attached is a copy of this section, and we ask that you please fill it out according to the goals you think would be most appropriate for teachers in your model.

Another item requested teachers to indicate the amount of time now spent in various group sizes compared with the preferred distribution of time by group sizes. Please indicate whether or not this follows your model, and if not, please indicate an example that would.

We also requested a copy of a class schedule for a "typical" day. Attached you will find an example of such a class schedule that was copied from a teacher questionnaire returned to us. This schedule is from a classroom in your model. Would you please indicate on it whether or not it corresponds to the way you see the classes in your program. If the following code is useful, please use it:

1. This is a very typical schedule for my classes.
2. Approximately half or more of the activities are consistent with my model.
3. This schedule, though not the usual one, is to be expected sometimes.
4. This schedule is not what I would expect in my classes.

Again, if this schedule does not implement your model, please indicate an example that would.

We are trying to complete the final report by early fall. This information is needed for some analyses that should be in process as soon as possible. We would much appreciate an early response.

Appendix C

FALL 1970 COMMUNICATIONS

Appendix C

FALL 1970 COMMUNICATIONS
CONTENTS

Date	To	Subject	
*13 Jul 70	HSD	Site Coordinators	C-5
* 7 Aug 70	HSD	Fall Testing Plans	C-6
*12 Aug 70	HSPV Spons	Fall Testing Activities	C-18
*13 Aug 70	HSD	Intensive Studies of Selected Students by Dr. Laura Dittman from the Univ. of Md., Child Development Center	C-19
*21 Aug 70	SCs	Some Elaborations and Review of the M. P. Meeting	C-20
*24 Aug 70	Binet Testers	Background Information	C-23
1 Sep 70	SCs	Use of Invoices	
1 Sep 70	SCs	Class Information Forms	
* 4 Sep 70	HSDs (level II and III)	Ethnic Culture Tests	C-24
* 4 Sep 70	SCs	Several Reminders	C-27
* 9 Sep 70	SCs	Corrections in the Sept. 4 Memo	C-30
28 Sep 70	OCD	Progress of the Fall Testing	
8 Oct 70	HSD	Reissue of Aug. 7, 1970 memo-Fall Testing Plans (with some changes)	
*24 Dec 70	HSD	Progress Report on the PV Evaluation Activities	C-31

STANFORD RESEARCH INSTITUTE

To: All Head Start Directors

Date: July 13, 1970

From: Dr. Jane Stallings

Location:

Subject: Site Coordinators

Answering:

Enclosed are three consultant application forms for the position of site coordinator. Will you please ask three people who you feel comply with the attached job description to complete and return the forms to us in the enclosed self-addressed envelopes.

We would appreciate their returning these forms to us immediately since we have to make our choice of site coordinator from each community who will come to our training meeting set for August 17, 18, and 19 here in Menlo Park.

Thank you very much. We appreciate your time and effort.

STANFORD RESEARCH INSTITUTE

To: Head Start Directors
Date: August 7, 1970

From: Tor Meeland, Project Leader
Head Start Planned Variation Evaluation
Location: Menlo Park, Calif.

Subject: Fall Testing Plans
Answering:

INTRODUCTION

This is the first of a series of notes which will describe the details of the evaluation activities that Stanford Research Institute will engage in for the evaluation of Head Start Planned Variation for 1970-71. First, an apology for the length of this memo, but it is important that the context and development of SRI's participation in Planned Variation Evaluation be specified in considerable detail in order to permit each of you to make some sensible scheduling through the year. In the case of the Planned Variation communities and their comparisons from last year, SRI is not a stranger; and I hope that the lessons that were learned during the course of the initial year of evaluation in Head Start will have its effects on the procedures that are outlined for the coming year. For those communities that are new to Planned Variation and in which we will be making our first overtures, I hope you will share with us both the excitement and the difficulties of the formal assessment of the effects of Planned Variation on the young children. As you will see later, we will be involved with over forty communities, and it is certainly possible for some details of organization and planning to get mixed up. If this should happen or if you can see difficulties ahead in the activities that we have scheduled, please call me (collect) at SRI, phone (415) 326-6200 extension 2682.

BACKGROUND

To provide a continuity in the Planned Variation evaluation activities and to profit from a year of mutual experiences between SRI and the Head Start centers, the national office requested SRI to submit a plan for the evaluation of 1970-71. This plan was submitted at the end of May and budgeting approved. Shortly thereafter, several changes were recommended both by Head Start Washington and by the Institute, and a proposal amendment was then submitted toward the end of July. The amendment to the evaluation proposal reflected a realignment of priorties of evaluation activities and the addition of new tasks which seem important for the evaluation of the impact of Planned Variation Programs.

Initial contacts have been made with the Head Start Directors by phone in order to identify candidates for the role of Site Coordinator in each community that are recommended by each of you and can be approved by SRI prior to their participation in a training meeting in Menlo Park August 17-19. You will recall that these initial phone calls also requested information concerning the composition of the classes and the students and your registration schedule in order that an appropriate evaluation design could be put in final form. From the information that you gave us it has been possible to generate the testing plan described below.

TESTING PLAN

Since it is economically impossible to test every community on every aspect of the evaluation plan, a carefully delineated testing schedule was devised based on the availability of comparison classes that were similar to the Planned Variation classes with respect to age, previous Head Start experience, and ethnic composition.

The evaluation activities have three levels of complexity. Table 1 shows the locations in which various evaluation activities will occur. Each community is identified as a Level I, II, or III according to the extensiveness of evaluation activities that will occur during the year. On the side of that table is a listing of the evaluation activities involved in each of the testing levels and the periods when they will occur. The various tests are described in the next section. Some of the locations have not been specified to us.

In the Level II and III projects, a maximum of four Planned Variation classes and four comparison classes will be tested. Using an average of 17 pupils per class, approximately 138 children will be tested given the auxiliary battery. A random half of the children in each of these classes will get the Binet and the other half the 8-Block Sort. The mothers who participate in the 8-Block Sort will also complete the parent questionnaire. The selection procedure will be specified by SRI.

The Planned Variation communities are part of the SRI test sample for the Follow Through evaluation which is being conducted in 105 different projects in approximately 90 cities throughout the country. The reason for this overlap is to permit the longitudinal study of the effects of Planned Variation on the children as they progress form one year of Planned Variation in Head Start through the third grade in a Follow Through setting. Not all children in Planned Variation Head Start will wind up in Follow Through, but generally speaking, most of them will. In the case of the comparison children some will go into regular school systems and some will eventually wind up in Follow Through. The longitudinal evaluation that SRI is performing for Follow Through will require a careful tracking of the children as they progress through the grades in order to determine what effects, if any, can be attributed to these various approaches to early childhood education. Except for a small part of the auxiliary battery, namely the Motor Inhibition tests, all of the test activities listed in Table 1 have their counterparts in the complementary evaluations conducted for Follow Through.

Description of the Test Activities

The following brief descriptions are to provide you with a ready reference to the content of the various evaluation activities scheduled for the coming year. It is our intention to provide each Head Start Director with a complete set of these tests for examination and comment. The request for comments is a sincere one since it is conceivable that in some communities some activity, or the specific details of an activity,

Table 1

Schedule of Evaluation Activities

Sponsor	Code	Community	Testing Level
Nimnicht	02.02	Buffalo, N.Y.	I
	02.04	Duluth, Minn.	III
		St. Cloud	III
	02.05	Fresno, Calif.	III
	02.09	Salt Lake City, Utah	I
	02.13	Tacoma, Wash.	II
Tucson	03.08	LaFayette, Ga.	III
		Albany	III
	03.09	Lakewood, N.J.	I
	03.16	Lincoln, Neb.	III
Bank Street	05.01	Boulder, Colo.	III
	05.10	Tuskegee, Ala.	I
	05.11	Wilmington, Del.	II
		DeLaWar	II
	05.12	Elmira, N.Y.	III
Becker & Englemann	07.03	E. St. Louis, Ill.	III
	07.11	Tupelo, Miss.	III
	07.14	E. Las Vegas, N.M.	II
Bushell	08.02	Oraibi, Ariz.	III
		Acoma, N.M.	III
	08.04	Portageville, Mo.	III
	08.08	Mounds, Ill.	II
Weikart	09.02	Okaloosa, Fla.	III
		Pensacola	III
	09.04	Central Ozarks, Mo.	I
	09.06	Greeley, Colo.	III
	09.10	Seattle, Wash.	II
Gordon	10.01	Jacksonville, Fla.	I
	10.02	Jonesboro, Ark.	III
	10.07	Chattanooga, Tenn.	III
	10.10	Houston, Texas	II
EDC	11.05	Washington, D.C.	III
	11.06	Paterson, N.J.	II
	11.08	Johnston Co., N.C.	III
Pittsburgh	12.03	Lockhaven, Pa.	III
REC	20.01	Kansas City, Mo.	III
NYU		St. Thomas, V.I.	III
Consultants' Model		Puerto Rico, V.I.	I
		Newburg, N.Y.	I
		Bellows Falls, Vt.	I
		Berlin, N.H.	I
		Billings, Mont.	I
		Colorado Spgs., Col.	I

	Data Collection Period	
	Fall	Spring
Level I		
1. Pupil Demographic (Classroom Information Form)	x	x
2. Teacher Ratings of Children	x	x
3. Sponsor Ratings of Implementation		x
4. Head Start Directors' Ratings		x
5. Teacher Survey		x
Level II (in addition to Level I activities)		
6. Classroom Observations	x	x
7. Auxiliary Test Battery	x	x
8. Ethnic Heritage Test	x	x
Level III (in addition to Level II activities)		
9. Binet Testing	x	x
10. 8-Blocks Sort Testing		x
11. Parent Interviews		x
12. Intensive Case Studies		x

could be incompatible with program goals and if such is the case then an elimination, substitution, or an adjustment should be made. Each of you can appreciate that it is well nigh impossible to assemble a battery of tests and procedures that will be completely satisfactory for all circumstances in all locations. As awesome as this list of activities appears, we have been encouraged by the fact that during 1969-70 relatively few incidents of commotion, embarrassment, or difficulty were expressed to us.

The following activities will take place in every community:

1. Pupil Demography. Information concerning the characteristics of the students in each Planned Variation and comparison class and specific information on the family composition is obtained through the use of a classroom information form which will be provided later this month in order that the items of interest can be completed during the registration period when parents are present and can conveniently provide the information requested. Without doubt this is the most critical data form that we use, for in it is included the descriptive categories of the pupils and the families and the identification of the classroom teacher(s). These data are fundamental to our record keeping and thus must be carefully, completely, and promptly completed. The Site Coordinator, whose job is described below, can be instrumental in expediting the completion and the checking of these forms prior to their submission to SRI. Detailed instructions for completing this form will be provided to you. An up-dating of the classroom information form will occur in the Spring to account for the fact that some pupils have left the program and/or new ones have arrived subsequent to the Fall test period. It is also necessary to delay until the Spring to complete the items on attendance records and withdrawal dates.

2. Teacher Ratings of Children. The California Teacher Rating Scale was selected as the instrument by which we will obtain the teachers' ratings of the children concerning social, emotional, and cognitive development. These ratings are to be obtained for one-half of the children in each of the sample classrooms in the fall and spring.

3. Sponsor Ratings of Implementation. At the end of the school year, approximately May, 1971, formal inquiries will be made of the sponsors with respect to their porblems and progress related to the implementation of their Planned Variation program. In addition, each sponsor will be requested to rate his teachers on how well they have implemented his program.

4. Head Start Director Ratings of Teachers. Complementary to the ratings by the sponsors of the degree to which teachers are implementing the programs, we will request each Head Start Director to make ratings of the teachers in Planned Variation and in the

comparison classes with respect to how well they are performing as Head Start teachers. This is particularly important to us in the case of the comparison classes where no other assessment is possible with regard to the skill, quality, and general competence of the teachers as purveyors of the Head Start philosophy.

5. Teacher Survey. This is a teacher questionnaire which is similar to the one used in 1969-70 and will be administered to all teachers in Planned Variation and in the comparison classes during the Spring period of 1971. It takes about an hour to complete and will be scheduled by the Site Coordinator.

For the Level II testing, the first five activities plus the following three will be applied in 27 projects.

6. Classroom Observation. The classroom observation consits of an observer (trained by SRI at a special meeting) who observes for two consecutive days three Planned Variation classes and three comparison classes in each of the 27 designated communities. This observer makes no judgments, but simply records what transpires in the interactions among the teachers, aides, and the children. The scheduling of the Classroom Observations will be done by the Site Coordinator.

7. Auxiliary Test Battery. This is a convenient name for a collection of tests which will be given to each pupil. The tests derive essentially from the battery that has been administered in Follow Through for the past two years, was given in the 1969-70 evaluation, and includes the following:
   a. Booklet 3 and 4. Each test booklet contains three sub-test (prepositions, pre-science, pre-math, and alphabet, numerals, shape-names) and stems from the original work done in the early childhood laboratory at New York University.
   b. Booklet 5. This is the Pre-School Inventory developed by Betty Caldwell at Educational Testing Service originally for application to Head Start children. It has been used extensively in the evaluation of Follow Through and in Planned Variation last year.
   c. Motor Inhibition. These tests require the child to engage in some psycho-motor activity, such as pulling in a car, using a tow truck, drawing a line, and walking a narrow board and attempt to measure impulsivity control.

8. Ethnic Heritage Test. This is a new test device developed specifically to identify the degree to which ethnic identifications exist in various sub-groups in our culture. At a minimum, these tests will cover Black and Mexican-American children, and if there is time for the development, also American Indians and Puerto Ricans. At the present time the plans call for the application of these tests only in those communities where there is a sufficient

number of the group concerned. However, it would be beneficial if the test could be given in all of the test classes in the 27 projects in Levels II and III regardless of the ethnic distribution of the children. A final decision will be made after coordination with each Head Start Director.

For the Level III testing, the first eight activities plus the following four activities will be applied in 19 projects.

9. Binet Testing with Birch Scoring. The Stanford-Binet intelligence test with Birch Scoring for response style will be given to half of the children in each of the classes being tested. The remaining eight will be given the 8-Block Sort test described below. The Binet will be given in the Fall and Spring to the same children.

10. 8-Block Sort Testing. This test will be given to the children who do not take the Binet and is concerned with the mother-child interaction, and requires the presence of the child's mother for the testing to be completed. She will be paid an honorarium of $3 for the time she contributes to the activity in the Spring of 1971.

11. Parent Interviews. At the time of the 8-Block Sort testing when the mother is present at the Head Start center, she will be asked to complete a parent questionnaire with the aide of a parent interviewer who will assist her in reading the items in the event that the mother's reading ability is low and/or to answer any questions or resolve confusions. For the completion of this parent questionnaire, she will be paid $2 (this is in addition to the $3 for the 8-Block Sort test). The intent of these honoraria is to help defray any expenses that the mothers might incur in arranging for the time for these test activities, i.e., absence from work or babysitting fees.

12. Intensive Case Studies in Individual Children. In 14 locations, i.e., one community for each Planned Variation program sponsor, an intensive study will be made of two boys and two girls by a psychologist from the Early Childhood Laboratory at the University of Maryland under contract with Stanford Research Institute. The intent of these individual case studies is to help identify those areas of development in the children which are not adequately covered by the mass testing procedures described above. The intensive interviews will concern the child, the parent, and the teacher. It is planned that these individual case studies will begin just prior to the start of Head Start classes and continue periodically throughout the year. Contact with the Head Start Directors will be made by Dr. Laura Dittman, University of Maryland, to arrange for the pupils to be studied and the scheduling of the interviewers.

In order to give some appreciation of the scope of these evaluation activities, the following numbers are provided: in the Fall, approximately 5,000 pupils will have some assessment made of them; teacher ratings will be done on 2,500; Sponsor and Head Start Director ratings of teachers will number approximately 250 and 350 respectively; classroom observations will be made in 162 classes; the auxiliary test battery and the ethnic heritage test will be given to about 3,500 children; the Binet and 8-Block (also parent interviews) will be administered to about 1,200 pupils; and the intensive case studies will number 56. It will be a busy year!

It is important that the details of the evaluation activities be shared with each Head Start Director, but certainly it can be appreciated that disclosure of the content, form, and intent of the various test activities to the pupils and/or teachers would severely compromise any test results. We encourage your sharing of these plans and their details with your PAC chairman in order to obtain the best possible guidance that you can convey to us concerning potential difficulties of implementation. Please care for the test materials we send you; if they become available inadvertantly to teachers or pupils, then any test results we obtain could be questionable.

TESTER ORGANIZATION

Profiting from our experiences last year and attempting to respond to various criticisms and recommendations made by the Head Start Directors and our own staff at home and in the field, some changes in the tester organization have been made in order to provide a more controlled and economical implementation of the test activities. The test organization is built around the locally employed Site Coordinator whose required characteristics and background have already been conveyed to you. Your recommendations of potential Site Coordinators have been reviewed and decisions made based upon their credentials. The Site Coordinators are being informed by telephone of their appointments with follow-up confirmation in writing along with the necessary administrative details of pay procedures and forms. Air tickets are being sent to all who must fly in to the training meeting in Menlo Park, California, August 17-19, 1970.

The Site Coordinators will be responsible for the implementation of the testing activities in their communities and in coordination with the Head Start Directors arrange for the scheduling of the testing in the classes. The presence of a locally based Site Coordinator should simplify the communications between SRI and the projects and reduce the burden of the evaluation activities on the directors and staff.

With guidance from SRI and approval by the director, the Site Coordinator will select the testers needed for the auxiliary battery, parent interviews, classroom observations, 8-Block Sort test, and Binets and coordinate their participation in training sessions. In the case of the auxiliary battery tester and parent interviewer, the Site Coordinator will do the training. The other testers will be trained by SRI staff at various central locations.

In each community the number of testers needed will vary according to the number of children to be tested and will range as follows:

Tester Type	Number of testers needed Level II Testing	 Level III Testing
Auxiliary Battery Tester	2 - 4	2 - 4
Parent Interviewer	1	1
Binet Tester	-	1 - 2
8-Block Sort Tester	-	1 - 2
Class Observer	1	1

For all testing activities, the Site Coordinator is responsible for assuring that all data forms are properly completed and the prescribed procedures carried out. All test materials are to be coordinated and checked by them prior to shipping to SRI.

The overall supervision of the performance of the Site Coordinators will be done by SRI staff based at Menlo Park. A team of eight Field Supervisors will be used to oversee and coordinate the specific activities of each of the Site Coordinators. This layer of supervision serves two functions: first, is the overseeing of the activities in the evaluation program and the performance of the Site Coordinators and second, it provides the Institute with the means for personal representation at each of the Head Start Planned Variation communities.

TRAINING SESSIONS

The several training sessions that are necessary for the initiation of the Fall evaluation activities are as follows:

a. The Site Coordinators training session will be held at Menlo Park, California on the SRI campus August 17 through 19 at which time a complete orientation will be provided on the evaluation plan, the workings the SRI organization, and the details of the testing procedures that are to be followed. This coordination and training meeting is of critical importance for the success of the Planned Variation evaluation. Upon their return to their communities, the Site Coordinators will have to immediately recruit the auxiliary battery testers, Binet testers, and the classroom observers where appropriate, and also coordinate with each Head Start Director the details of the Fall testing program. During the week prior to the beginning of testing, the Site Coordinators will have to train the auxiliary testers in their specific tasks. The training of the auxiliary battery testers will require approximately two days and will involve actual practice with young children.

b. The training and coordination session for the Binet testers will be conducted by SRI staff at two central locations. The Assignment of the Binet tester to either of the training sessions is dictated by economies of transportation, generally. Even though the Binet testers come highly qualified with respect to the administration of the Binet test, it is still necessary for the Site Coordinator to check their data forms to make sure that certain administrative procedures are followed and that the data forms are complete. The test results of the Binet testers, just as in the case of the auxiliary battery testers, will be submitted to SRI by the Site Coordinators.

c. Class observer training. The training sessions for the classroom observers will be held in two locations during September; the locations and dates will be determined shortly.

   The class observers will be required to do some home study in preparation for the training session so that they arrive at the training meeting with various codes already committed to memory. The training session itself will last for five days, part of which time will be devoted to practice in Head Start classes. The scheduling of the classes to be observed will be coordinated by the Site Coordinator in conjunction with each Head Start Director.

d. 8-Block Sort training sessions will be conducted by SRI staff in April 1971 at locations to be determined later.

PAYMENT OF TESTERS

To provide a more direct and responsive means for processing the payments to the testers, all testing will be done on piece work which will be paid directly by SRI.

From the past year of experience with testing costs, rates have been established for each category of tests. Thus for the fall testing the Auxiliary Battery testers will be paid $2.20 for each child tested. A stipend of $30.00 will be paid to the Auxiliary Battery tester for successful completion of a two day training session to be conducted by the Site Coordinator.

The pay schedules for the class observers, parent interviewers, and 8-Block Sort testers will be provided to the Site Coordinators.

TESTING SCHEDULE

The pupil testing should be completed in a three-week period. The tester staffing is based on twelve days of testing; the three additional days are for scheduling problems, should they occur. Testing will begin at each center during the second week of class, except in locations where class started prior to August 28. The earliest date of testing is September 8. Test dates for each community are shown in table 2 along with the date of the start of classes. If the class starting date is incorrect, please notify me in order that the testing period can be changed.

Table 2

Fall 1970 Test Dates

Sponsor	Code	Community	Testing Level	First Day of Class	Pupil Testing Starts	Class Observation Starts
Nimnicht	02.02	Buffalo, N.Y.	I	Sept. 14	--	--
	02.04	Duluth, Minn.	III	Sept. 14	Sept. 21	Oct. 19
		St. Cloud	III	Sept. 14	Sept. 21	Oct. 19
	02.05	Fresno, Calif.	III	Sept. 14	Sept. 21	Oct. 19
	02.09	Salt Lake City, Utah	I	Sept. 23	--	--
	02.13	Tacoma, Wash.	II	Sept. 2	Sept. 14	Oct. 12
Tucson	03.08	LaFayette, Ga.	III	Aug. 31	Sept. 8	Oct. 5
		Albany	III	Continuous	Sept. 8	Oct. 5
	03.09	Lakewood, N.J.	I	Oct. 12	--	--
	03.16	Lincoln, Neb.	III	Sept. 8	Sept. 14	Oct. 12
Bank Street	05.01	Boulder, Colo.	III	Oct. 5	Oct. 12	Nov. 9
	05.10	Tuskegee, Ala.	I	Oct. 1	--	--
	05.11	Wilmington, Del.	II	July 15	Sept. 14	Oct. 12
		DeLaWar	II	Sept. 21	Sept. 28	Oct. 26
	05.12	Elmira, N.Y.	III	Continuous	Sept. 8	Oct. 5
Becker & Englemann	07.03	E. St. Louis, Ill.	III	Sept. 14	Sept. 21	Oct. 19
	07.11	Tupelo, Miss.	III	Sept. 8	Sept. 14	Oct. 12
	07.14	E. Las Vegas, N.M.	II	Sept. 14	Sept. 21	Oct. 19
Bushell	08.02	Oraibi, Ariz.	III	Aug. 27	Sept. 8	Oct. 5
		Acoma, N. M.	III	Aug. 27*	Sept. 8	Oct. 5
	08.04	Portageville, Mo.	III	Oct. 5	Sept. 8	Oct. 5
	08.08	Mounds, Ill.	II	Sept. 2	Sept. 14	Oct. 12
Weikart	09.02	Okaloosa, Fla.	III	Sept. 8	Sept. 14	Oct. 12
		Pensacola	III	Aug. 31	Sept. 8	Oct. 5
	09.04	Central Ozarks, Mo.	I	Aug. 31	--	--
	09.06	Greeley, Colo.	III	Sept. 14	Sept. 21	Oct. 19
	09.10	Seattle, Wash.	II	Sept. 15	Sept. 21	Oct. 19
Gordon	10.01	Jacksonville, Fla.	I	End of Sept.	--	--
	10.02	Jonesboro, Ark.	III	Sept. 8	Sept. 14	Oct. 12
	10.07	Chattanooga, Tenn.	III	Sept. 8	Sept. 14	Oct. 12
	10.10	Houston, Texas	II	Sept. 2	Sept. 14	Oct. 12
EDC	11.05	Washington, D.C.	III	Sept. 8	Sept. 14	Oct. 12
	11.06	Paterson, N.J.	II	Sept. 14	Sept. 21	Oct. 19
	11.08	Johnston Co., N.C.	III	Sept. 8	Sept. 14	Oct. 12
Pittsburgh	12.03	Lockhaven, Pa.	III	Aug. 31	Sept. 8	Oct. 5
REC	20.01	Kansas City, Mo.	III	Sept. 21	Sept. 28	Oct. 26
NYU		St. Thomas, V.I.	III			

Table 2 (Con't.)

Consultants' Model	Puerto Rico, V.I.	I
	Newburg, N.Y.	I
	Bellows Falls, Vt.	I
	Berlin, N.H.	I
	Billings, Mont.	I
	Colorado Springs, Col.	I

*Estimate

The period for the class observations is also shown in table 2. It is planned that this period start one week after the testing (or four weeks after the start of testing).

FINALLY

The SRI Head Start project staff is looking forward to a year of excitement and certainly lots of work. The extent to which sensible statements can finally be made about the effect, if any, of the considerable effort that has been put into Planned Variation rests to a great degree on the quality of the data collected. We will make every possible effort to provide proper and adequate guidance for the testing procedures and control of the testing conditions. Your help is earnestly requested to help us achieve these goals.

If you have any questions, please call me or Dr. Jane Stallings (collect) at (415) 326-6200.

Information copies to:
- Dr. Lois-ellin Data (4)
- Planned Variation Sponsors (2)
- Head Start Regional Directors (2)
- Joint Fellows
- Project Staff
- Head Start General Consultants
- Field Supervisors

STANFORD RESEARCH INSTITUTE

To: Head Start Planned Variation Sponsors
Date: August 12, 1970

From: Tor Meeland, Project Leader TM
Head Start Planned Variation Evaluation
Location:

Subject: Fall Testing Activities
Answering:

Attached is a copy of the coordination memo which has been sent to all Head Start Directors in preparation for the various testing activities to be carried out this fall.

Based on our experiences last spring and with some acknowledgement of the budgetary restrictions for the year, we are using locally based Site Coordinators for each project in the Planned Variation evaluation (plus an additional Site Coordinator for off-site comparison locations). These Site Coordinators will be the SRI representatives throughout the year and will coordinate all of our test activities, including the training of the auxiliary battery testers and the parent interviewers. As indicated in the attached memo, the training of the 8-Block Sort testers and the classroom observers will be carried out by SRI staff.

Next week we will send you a list showing the names, addresses, and phone numbers of each Site Coordinator so that you will know who to talk to if you have any scheduling problems in any given community. We hope the Site Coordinators will keep abreast of your own test activities and will keep us informed of them so that we can minimize or eliminate any conflict of scheduling. Should a problem arise, I would suggest that you contact the Site Coordinator first and if you get no satisfaction, of course call me at Menlo Park (phone: (415) 326-6200 extension 2682) or Dr. Jane Stallings (extension 3564).

I don't know whether or not Head Start Washington has alerted you to a Head Start Planned Variation sponsors' conference in Menlo Park in the fall. The initial date was to be October 19-21. Will you please reserve this period on your calendar and also the period of November 2-4, for the second date is now becoming more attractive to us in terms of the amount of preparation that is required of us for a successful conference. Agendas and lists of conferees will be sent to all of you so you can identify friend and foe. The general intent of the meeting is to critically review the workings and the outcomes of the 1969-70 evaluation, appraise a set of presentations (or position papers) concerning candidate measurement and schemes for the assessment of sponsor/program objectives. We plan to provide you, prior to the meeting, with our Final Report of 1969-70 and the additional papers concerning objectives and assessment devices. This early alert is to give you time to consider whether or not you think you would like to make your own presentations of objectives in your program and means for assessment

cc L. Datta
J. Stallings
T. Meeland

STANFORD RESEARCH INSTITUTE

A DRAFT FOR REVIEW BY DR. LAURA DITMAN

To: Head Start Directors

Date: August 13, 1970

From: T. Meeland TM

Location:

Subject: Intensive Studies of Selected Students by Dr. Laura Ditman from the University of Maryland Child Dev. Center

Answering:

One important adjunct to the Planned Variation evaluation conducted by Stanford Research Institute is the intensive study of selected children in various communities by the staff of the University of Maryland Child Development Laboratory which is to be supervised by Dr. Laura Ditman. For Dr. Ditman to successfully complete her intensive study of selected children it is necessary for her to identify with, in conjunction with the Head Start Director, the children to be intensively studied over the year and to make the initial interviews prior to the start of the Planned Variation programs, if possible, and to continue at periodic intervals throughout the year. This intensive study will cover not only the child, but his teacher and his parents and qualified interviewers from the University of Maryland will accomplish this work.

The procedure for the selection of the four children (two boys and two girls) in each location will be specified by Dr. Ditman's field representative (name) who will contact you by phone to arrange a mutually convenient time for the selection of the children and the initial interviews.

Based on the preliminary work that Dr. Ditman did last year in eight communities in Head Start Planned Variation and the work for this year, it is hoped that those areas which are not adequately covered by the mass testing by SRI can be identified so that for the third year of the Planned Variation evaluation modifications in the test battery can be made in order to more sensibly and more adequately cover those aspects of the children's development that seem pertinent to the objectives and the intent of the Planned Variation programs.

The report by Dr. Ditman and her colleague has been received and it is my intention to convey her preliminary findings to you so that you are aware of the kinds of things that can evolve from this intensive study of specific children (Note: Laura: perhaps you want to strike this sentence).

If you can anticipate any scheduling activities resulting from the efforts of the intensive child study people, would you please call me at (415) 326-3200 extension 2682 so that the intrusion can be minimized.

STANFORD RESEARCH INSTITUTE

To: Site Coordinators

Date: August 21, 1970

From: Tor Meeland TM

Location:

Subject: Some Elaborations and Review of the Menlo Park Meeting

Answering:

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1. A Calendar of events is shown on the next page for locations that start testing September 8. For plans where testing starts later, you must obviously slip some of the dates; but the sequence is still appropriate.

2. A list of Auxiliary Battery Testers that were used last year is shown next. Please do not hire any tester where the notation "no" is shown.

3. By 5 p.m.(PDT) Monday, August 24, the Site Coordinators in Level III communities should have called SRI about Binet Testers. (Kay Fisher (415) 326-6200 Extension 4553) Binet testers will receive a $60 stipend for training.

4. Ethnic Heritage Tests. Printing will not be completed in time to include the final forms and instructions in the Test Kits for Level II and III, or in packages for Level I locations. Also, remember that these tests are not to be given until we have coordinated with the Head Start Directors.

5. Training Meetings are scheduled as follows:
   a. Binet Testers: August 31 - Atlanta, Georgia
      September 1 - Chicago, Illinois

   b. Class Observers: September 14-18 - Rochester, New York
      September 21-25 - Atlanta, Georgia
      September 28-October 1 - Denver, Colorado

   Trainees are to arrive the evening before the first training day and leave by 5 p.m. the last day of a session.

6. Class Observers' names and application forms (yellow) must be sent to us in order to make airline reservations and shipping labels for class observation forms which will be mailed from the National Computer Service Company (NCS) in Minneapolis, Minnesota. Class Observers will receive a $50 stipend upon completion of training.

7. Classes to be tested. Attached is a list of all the Planned Variation classes and the comparison classes available (according to our records). The circled classes are the ones to be tested. Please disregard the list you received Wednesday, August 19, at SRI if it is different from the attached list. The order in which the Planned Variation and comparison groups should be tested is shown by the circled letter A or B. Whichever is circled should be tested first in your community. The order does not apply where the comparison classes are off-site

Reference Calendar for Locations Where Testing is to Begin September 8, 1970

	August 17-19	• Meeting at SRI for Site Coordinators
	20	• Return home
Monday	August 24	• Meet with Head Start Director - describe and coordinate your needs and plans. • Hire Auxiliary Battery Testers and Class Observers. (When found, they must complete application forms.)
Wednesday	August 26	• Test Kits shipped from SRI
Friday	August 28	• Receive Test Kits
Monday	August 31	• Distribute Class Information Forms and Instructions to all Planned Variation (sponsored) classes and comparison classes. • Noon: If test kits have not arrived, call Cleet Coble (415) 326-6200 Extension 2407.
Continuing through Friday	September 4	• Instruct Auxiliary Battery Testers on procedures Have them practice on children (who are not going to be tested) • Check on coordination of testing with teachers. • Encourage the completion of Class Information Forms. • Check on testing room arrangements.
Tuesday	September 8	• Testing begins. Check each tester on her first day. This may require staggering the start of one or two testers.
Friday	September 25	• Testing completed; return Test Kits to SRI.

(Albany, Georgia; St. Cloud, Minnesota; Acoma, New Mexico; Pensacola, Florida.)

Please check with the Head Start Director to be sure that the classes listed are still correct. Also, if a Planned Variation class is funded by the sponsor, it should be replaced by a class that is not In some locations, it is possible that a sponsor's program is supported in one or more classes by local or other funds.

8. Application forms for Auxiliary Battery Testers, Class Observers and Binet Testers are enclosed.
    - Auxiliary Battery Tester must fill out the yellow form. You sign it and return it to me.
    - Binet Testers must fill out the green form and get reference sheet completed by reference (if not already done last year).
    - Class Observers must complete yellow form, you sign and return it to me.
9. Expense and pay procedures. New invoice forms are at the printers and will be sent later along with detailed instructions. These invoice forms are to be used by you, the Auxiliary Battery Testers, Class Observers, Binet Testers and anyone else that tests during the year. You must check all of them prior to sending them to SRI.

10. It was a pleasure to have you visit SRI for the training session. I hope the many details have now fallen into line, but if you feel any gap still exists, simply call us. This memo is very brief, but the movers are packing us up to shift the staff to the other side of the Middlefield building. My desk goes in a few minutes.

11. A last item. Enclosed is a copy of the Planned Variation program in some of your communities. Please remember that as part of the evaluation effort you must take every precaution not to participate in the programs. Remind all your testers that as evaluation team members they must avoid acting as change agents.

STANFORD RESEARCH INSTITUTE

To: Binet Testers
Date: August 24, 1970

From: Becky Simons
Location: Menlo Park, California

Subject: Background Information
Answering:

In order to complete our files, we will appreciate your forwarding the enclosed form to the instructor of your class in individual testing with the request that it be returned to us as soon as possible. A return envelope is included for his use.

If we do not already have a Head Start Application Form on file for you, I am enclosing one for you to complete and return to this office at your earliest convenience.

Information regarding travel to your training session will be forwarded shortly.

BS:gg
encls.

STANFORD RESEARCH INSTITUTE

To: Head Start Directors in the Planned Variation Evaluation Levels II and III

Date: September 4, 1970

From: Tor Meeland TM

Location:

Subject: Ethnic Culture Tests

Answering:

COPY

In my note of August 7, 1970, I mentioned that the Auxiliary Battery tests could include two tests concerning ethnic culture if you (and your PAC chairman) approved.

For some time we have been aware of the fact that the test battery used in the Planned Variation evaluation was not always completely responsive to the wide set of objectives and goals contained in all the Planned Variation programs.

The ethnic culture tests (preliminary draft) that you were given by our Site Coordinators represent a sincere effort to make an assessment of how knowledgable the young Head Start children from Black or Mexican-American ancestry are of various aspects of their cultures. These tests are but two of a series that are in development; the American Indian and Puerto Rican culture tests are yet to be completed.

We are indebted to the effort and responsiveness of two veteran consultants to the Follow Through Evaluation Project conducted by SRI since 1968: Dr. Edward Barnes, University of Pittsburgh who developed this version of the Children's Cultural Awareness Scale for Black children and Dr. Manuel Ramirez, University of California, Riverside, who developed the Ethnic Identity Questionnaire for children of Mexican-American ancestry.

These tests have had a brief preliminary pre-testing by Dr. Barnes and Dr. Ramirez and will go through additional revisions and refinements as substantive data are collected. At the moment, however, they represent a considerable contribution to the matter of evaluation of the growth and development of children, not only Black and Mexican-American, but also the many other groups of children who come from diverse backgrounds.

One may wonder whether or not knowledge of the prowess and reputation of Willie Mays or Malcolm X, or knowledge that there is a festive occassion involving a pinata, is indicative of growth in one's own culture. Too, it is a question whether or not non-Black and non-Mexican-American children have equal, less, or greater knowledge of these facts and whether the level of knowledge changes over time. Television and family conversations are two examples of ways in which children from non-Black and/or non-Mexican-American backgrounds could be equally well informed on the questions in the tests. The Head Start programs themselves could contribute to this understanding.

COPY

The items will undoubtedly change in later versions. Criticisms can be made that the items reflect a "recent, instant-culture effort," but they do reflect a serious, professional effort on the part of Black and Mexican-American consultants to offer a beginning to an area of interest that is of differing importance to the Head Start communities involved in the Planned Variation evaluation.

I would like to encourage each Head Start Director to permit the inclusion of these two tests in the Auxiliary Battery. If, after consultation with your PAC chairman, you would like these two tests to be given to the classes being tested in the Planned Variation Evaluation, will you please notify our Site Coordinator of your wishes. The Site Coordinator will: 1) inform us of your desire and 2) include the tests in the Auxiliary Battery.

To: Tor Meeland
Head Start Planned Variation Evaluation Project
SRI
Menlo Park, California

Approval is given for the administration of the following tests during the spring 1971 testing period:

Yes ( ) No ( ) Children's Cultural Awareness Scale (Black Culture)

Yes ( ) No ( ) Ethnic Identity Questionnaire (Mexican-American Culture)

Additional comments:

Signed ______________________________, __________
Head Start Director Date

____
Community

STANFORD RESEARCH INSTITUTE

To: Site Coordinators

Date: September 4, 1970

From: Tor Meeland TM

Location:

Subject: Several Reminders

Answering:

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1. Class Observers (Levels II and III only)

a. In order to arrange for the hotel reservations and airline preticketing, it is most important to receive the names of the observers you have chosen. Enclosed is an application form (plus a spare) that the class observer must complete and be sent to SRI as soon as possible.

b. In order to prepare mailing labels and to get ready for the processing of the class observation data, we need a list of the four classroom teachers in Planned Variation and the four comparison teachers of the classes to be tested (of course, if the comparison classes are in an off-site location you will only be able to send the names of the Planned Variation teachers or the comparison teachers.) If at all possible, please call in the names of these teachers by Wednesday, September 10, 1970, to Patsy Reilly extension 2682 or Kay Fisher extension 4553. The phone number is (415) 326-6200, collect. If the classes to be tested are still uncertain (and this is true in some locations) see part 3 below.

2. Classes to be Observed (Levels II and III only)

At the meeting in Menlo Part we had planned on observing in three of the four classes in Planned Variation and three of the four comparison classes. This is now changed. All four Planned Variation classes and all four comparison classes should be observed unless prior agreements that you made with the observers can not be changed.

Thus, each observer is expected to observe eight classes (four Planned Variation and four comparison) for two days each plus an initial practice day for a total of 17 days of observation. In communities where the comparison classes are off-site, the number of classes to be observed will be nine (four classes for two days each plus a practice class). All off-site communities (Albany, Georgia, St. Cloud, Minnesota, Acoma, New Mexico, Pensacola, Florida, and Mifflenburg, Pennsylvania) will also need nine days of observations (four classes for two days each plus a practice day).

3. Classes to be Tested (Levels II and III only)

The Lists of Classes to be Tested that you got at SRI was based on the best information given to us three weeks earlier. In some locations, the centers or classes have changed. In a few instances I have talked with you or the Head Start Director about the changes in classes and what changes should be made in the classes that should be tested. If your list of classes to be tested is out of date due to local changes, please call me so that we can coordinate our records.

4. Order of Testing of the Pupils (Level III only)

You will notice in the random permutations sent to you, that Klara Evans has reminded you which permutation block you should start with.

Several of you have raised the question as to the order of testing for the Auxiliary Battery and the Binet tests, i.e., who goes first?

If the Binet tester and Auxiliary Battery tester both work in the same class, I would suggest that the Binet tester start at the top of the list and the Auxiliary Battery tester begin with the second half of the children. Some conflict will probably happen as the Binet tester gets to the end of his list of children (the first half of the class), and it will need some careful scheduling to permit each tester to work efficiently. (In the case of a couple of locations that I have talked with, specific guidance was given to solve the particular problems.)

5. Stipends for Teachers (all levels)

In view of the efforts made by the teachers in completing the ratings of the children (yellow forms) a stipend of $10 will be given to the teacher upon completion of the ratings and the Classroom Information Forms. If there is more than one teacher involved with a class, please have the ratings completed by the head teacher. The $10 stipend will be paid to this head teacher who can distribute the money as she wishes.

The ratings of pupils by teachers should be done in all Planned Variation classes but only in the four comparison classes that are tested. All children in the class should be rated, not just half of them. The $10 should ease the strain.

6. Classroom Information Forms (all levels)

Classroom Information Forms must be completed for all Planned Variation classes and the four comparison classes. This is most important in order for us to be able to describe the characteristics of all the children who participate in Planned Variation.

7. Ethnic Heritage Tests (Levels II and III only)

The printing has been completed for the tests that are related to various cultural aspects of two groups: Blacks and Mexican-Americans. As of this time, similar tests for American Indian and Puerto Rican children are not ready. In my memo of August 7, 1970, to the Head Start Directors, I asked that the Director, in consultation with the Policy Advisory Committee (PAC) chairman, decide if these two tests are appropriate to the local program and to give approval for their inclusion in the auxiliary test battery.

It is most important that you discuss these tests with the Director and to send me a statement that she agrees to the administration of the tests to the children in the four Planned Variation and/or comparison classes that are tested.

Separately, I have sent a letter to each Director explaining the intent and possible usefulness of these tests and have asked that she give her approval for their use in some or all classes (copy attached). This approval (or disapproval) is to be given to you for submission to me.

In the event that some children have already been given the Auxiliary Battery before approval is granted, I suggest that only the remaining children be given the tests. It would be too expensive to have the Auxiliary Battery Testers go back and pick up children already given the tests. Payment to the Auxiliary Battery testers will remain the same ($2.20 per child) whether or not the ethnic culture tests are given.

8. Administration of the Children's Cultural Awareness Scale (Levels II and III)
The cost of providing tapes and tape recorders is so great that we must drop item 13 from the test at this time.

9. Administration of Ethnic Identity Questionnaire (Levels II and III)
Instructions are shown on the test forms. If the tester cannot pronounce the Spanish words for items 1 and 3, note this in your log and instruct the tester to omit these items.

10. A reminder of observer training locations. (Note that the Rochester meeting is shifted to New York City):

September 14 - 18	New York City at the Commodore Hotel
September 21 - 25	Atlanta at the Atlanta Biltmore
September 28 - October 2	Denver at the Sheraton Inn

Meetings start at 8:30 Monday morning. The session will end 3p.m. Friday.

STANFORD RESEARCH INSTITUTE

To: Site Coordinators

Date: September 9, 1970

From: Tor Meeland TM

Location:

Subject: Corrections in the September 4 Memo

Answering:

Please be advised of the following corrections in the September 4 memorandum "Several Reminders":

1. On page 2 section 5: The second sentence of the second paragraph should read, "All children in the class should be rated, not just half of them."

2. On page 3: "Payment to the Auxiliary Battery testers will remain the same ($2.20 per child)." The point to be made is that there will be no reduction in price if the culture test is not given.

MEMO

INFO COPY

TO: Head Start Directors

FROM: Tor Meeland

SUBJECT: Progress Report on the Planned Variation Evaluation Activities

DATE 12/24/70

LOCATION:

CC:

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1. Fall Testing

As you can imagine, the fall testing for the Planned Variation Evaluation ran the gamut from easy, simple, well coordinated work to situations where there was a delay of Head Start openings and consequent tester scheduling delays, and mixups were inevitable or our shipping of test materials got mixed up. Except for a very few logistical difficulties (where each was a personal defeat), the extensive testing activities were done with relatively little difficulty from the point of view of the project team. From your correspondence, phone calls, and from reports from our site coordinators, we are aware of many problems, some real and some hopefully imaginary, that arose during the fall testing.

I would like to share the problems (as I see them) that arose in order that ways might be prescribed to avoid the difficulties the next time. From all the information I have, there is no single problem that pertains to all of you. Instead, there are several issues which affected one or more communities which should be listed and alternatives proposed in order that subsequent evaluation activities can be carried out effectively with minimum interference to the programs being applied to the children.

Probably the most significant item for this fall was the effort put forward by each Head Start Director to help in the selection of the Site Coordinators who were to relieve the directors of much, if not all, of the evaluation activities. This was a most significant step because it provided SRI with a qualified community member who was in tune with the program and could directly and thoroughly reflect the needs of the community with respect to the work we are charged to do by the Office of Child Development, HEW.

You will recall that in the early fall I presented the reasons why it was desirable, from our view, for the children to take an ethnic heritage test to give us early information on various aspects of the Black and Mexican-American cultures. About half of the communities (19 of 43) opted to permit this testing. The number that agreed to the testing is not the important point, rather it was the way in which the testing was presented that was critical. I offered various reasons why it was useful to participate, and asked that you and your PAC chairman make the final decision as to whether the tests should be given in your community. The reasons for rejection were either the tests were "not particularly germane to the community program" or "the tests were too hard and should be given in the spring." Also, not every community where the children were predominantly Black opted to include the tests on Black culture. The important point was that the inclusion of a test was done in joint counsel with a community. Certainly a national evaluation needs to have a common core of tests in order to have a reasonable basis for comparative and in-depth analytic study, but still, I think, a way has been found to get substantive guidance and counsel from the communities with respect to the testing of the children and adults involved in the PV program.

The field organization has grown over last year to accommodate the new projects in PV. As near as I can determine, we now have a family of 41 Site Coordinators, 44 Binet testers, 68 auxiliary battery testers, and 38 class observers. A sizeable group! Except for Portageville, which is an old friend in the Head Start and also the Follow Through Evaluation, the project staff visited every Level II and III testing site for the fall testing. These visits by Cindy Souza, Klara Evans, Becky Simons, Ann Smith, Phil Baker, and Pat Gillespie were most important to us because they provided a means for direct contact with you and the testing circumstances.

In a couple of instances, our testing/observe personnel didn't completely fit into the Head Start milieu and with your concurrence we will make some changes. Also, in two locations it was reported that the $10 stipend to the teachers for their efforts in completing the California Preschool Social Competency Scale (Teacher Ratings) was insufficient renumeration for the time and effort expended. The rating of 15-20 children should have taken about an hour. This, in addition to the cooperation in completing the classroom information form seemed to be reasonably recompensed. We were fortunate to get this stipend; it will be given again in the spring for a repeat on the California Preschool Social Competency Scale.

Although testing was to be completed during the second to the fourth weeks of class, some scheduling difficulties occurred which required testing to overflow this period. This was also the experience last year, but the spring testing, because there is time for coordinating and scheduling, should be done within the three-week period tentatively scheduled for May. The exact dates will be determined when we know the scheduled last day of class for each community. (To help in our planning, would you please complete the enclosed form and return it to me before January 15, 1971. An envelope is provided for your convenience.) Class observations will occur prior to the pupil testing, i.e. April 1971, tentatively.

The attached table summarizes the number of children tested in your project and also shows the number of tests that were sufficiently complete to be entered into the data bank. Instances of missing data were due to test administration troubles (carefully documented by the testers in their test logs, this reflected an exemplary self criticism on the part of the testers that added substantively to the quality of the data we process) or refusals of children to take or complete the tests (these children typically will be willing to take the tests in the spring). If the numbers entered do not agree with your records or recollection, please tell me how they differ. There could be an error in our tallies or in the transcription to this table.

2. Spring Testing

The test program for the spring will be detailed later, and will include a Teacher Questionnaire, a mother-child interaction test, and a Parent Questionnaire along with the tests given this past fall. The children who did not take the Binet will participate in the mother-child test and these mothers will complete the Parent Questionnaire. Again, we will submit the teacher and parent questionnaires to you for early review and comment. I hope you will examine the questionnaires very critically and offer your suggestions to us quickly so that we can respond sensibly to your suggestions. During the spring we will also request each Head Start Director to rate the teachers on how well they perform in the context of Head Start. These ratings are most important to the implementation evaluation.

The demographic descriptions of the children and their families have been critical to the analysis of last year's data and will be extensively used this year. In spite of the effort made this fall, we are still faced with incomplete data for some children in four projects. In these cases, the needed information is shown with this memo and I would appreciate every effort you make to get the forms completed.

3. 1969-70 Report

Our report of the Planned Variation program of 1969-70 was provided in draft form to OCD and to the sponsors and consultants to Head Start in October. Many criticisms and suggestions resulted in further analyses and rewriting; the revised report should be at OCD after the new year and will be made available according to the plans of OCD. The findings are substantive and exciting and more than compensate for the huge effort that you supported last year; the children should benefit from what we were able to appraise.

4. Summary

This note has tried to cover several topics briefly in the belief that a recap such as this could serve as a reminder of what happened in the fall testing, our concerns related to a few problems, and an early alert of the spring activities. More importantly, however, is the opportunity to thank each of you for your patience and forebearance in the work we must do and to ask each of you to share your criticisms and suggestions about these evaluation activities in order to make the spring work simpler, more direct and responsive to the long-term needs of the centers and the children. Finally, the project staff here at SRI extend very heartfelt seasons greetings to each of you.

Information copies to:

OCD, Head Start
Site Coordinators
Head Start Consultants
Sponsors
Head Start Regional Directors

RECAP OF FALL '70 TESTING ACTIVITIES IN ______________________

	P.V. Classes Tested	P.V. Classes Not Tested	Comparison Classes
Number of Classes	____	____	____
Number of pupils for whom information is complete:			
a. Classroom Information Form	____	____	____
b. California Preschool Social Competency Scale	____	____	____
Number of tests completed:			
a. Auxiliary Battery	____		____
b. Binets*	____		____
c. Children's Cultural Awareness Scale	____		____
and/or Ethnic Identity Questionnaire	____		____

---

* Should be half of each class in Level III sites.

STANFORD RESEARCH INSTITUTE

To: Tor Meeland
SRI
Menlo Park, California 94025

Date:

From: ______________________, Head Start Director

____
city

Answering:

---

1. Our Head Start classes will end ____________, ____________, 1971.
   month date

2. The total number of P.V. classes (tested plus not tested) shown in the Recap of Fall '70 Testing Activities table is:
   ( ) correct
   ( ) incorrect; the numbers should be:
   ______________________ classes tested
   ______________________ classes not tested.

3. Other comments and suggestions.

Appendix D

SPRING 1971 COMMUNICATIONS

Appendix D

SPRING 1971 COMMUNICATIONS
CONTENTS

Date	To	Subject
* 2 Feb 71	HSDs	Ratings of PV and Cp Teachers
* 3 Feb 71	SC	HSD Ratings of Teachers
* 3 Feb 71	HSPV Spons.	Ratings of PV Teachers
*12 Feb 71	HSD	Dates of Easter Recess
12 Feb 71	COs	Special Codes for C.O. Training Sessions
17 Feb 71	Joint Fellows	Proposed Variables for C.O. Analysis
19 Feb 71	COs	4-Day Training Session - Philadelphia
19 Feb 71	COs	4-Day Training Session Atlanta
19 Feb 71	8BST	8-Block Sort Training Session
19 Feb 71	Atlanta-bound "old" COs	Refresher Training Session and 8-Block Sort Test
19 Feb 71	Denver-bound "old" COs	Refresher Training Session and 8-Block Sort Test
19 Feb 71	Phila.-bound "old" COs	Refresher Training Session
22 Feb 71	COs	Travel Information
*24 Feb 71	HSD	Ratings of Teachers

CONTENTS (Concluded)

Date	To	Subject	
* 1 Mar 71	Binet Testers	Spring Test Plans	D-10
* 1 Mar 71	HSD	Spring 1971 Testing Plans	D-12
* 2 Mar 71	SCs, Level II and III	Spring 1971 Testing Alert	D-16
* 4 Mar 71	HS Eval. Advisory Coun. & HS Program Consultants	Information Copies of SRI Memos Relevant to the HSPV Eval.	D-18
29 Mar 71	SCs	Instructions for Completing HS Invoices	
* 1 Apr 71	OCD	Re Green Panel Report	D-19
* 2 Apr 71	SCs, Level I	Spring Data Collection	D-25
* 7 Apr 71	SCs, Level II	Spring Data Collection	D-27
* 7 Apr 71	SCs Level III	Spring Data Collection	D-34
*15 Apr 71	SCs, Level III	Binet Testers for Spring 71	D-44
*16 Apr 71	SCs, Levels II and III	Additional Directions for Spring Testing	D-45
*16 Apr 71	SC, Level I	CIF and Questionnaires	D-50
*26 Jul 71	HSPV Spons	Implementation of Progress for 1970-71	D-51

MEMO

TO: Head Start Directors

FROM: Tor Meeland TM

SUBJECT: Ratings of Planned Variation and Comparison Teachers

DATE: 2/2/71

LOCATION:

CC:

A portion of the data needs for the PV Evaluation concerns the ratings that we must ask each Head Start Director to make about how well the teachers are performing as Head Start teachers. I have enclosed a rating form (very similar to the one used last year) that contains the names of the teachers in whose classes SRI has been collecting data.

Will you please make the ratings according to the instructions printed on the reverse side of the blue rating form.

The ratings that many of you made last year provided an extremely important adjunct to the children's data, class observations, etc. The findings from last year's evaluation activities are contained in the report sections submitted to OCD for review and approval prior to printing. Partly due to the wide scope of information collected last year and the need to examine a great many features and conditions of PV, the volume grew in size and complexity. We wish we could have completed the work sooner.

If you have any difficulties with the ratings please call me (collect) at:

Stanford Research Institute
Menlo Park, California 94025
(415) 326-6200 ext. 2682

MEMO

TO: Site Coordinators

FROM: Tor Meeland TM

SUBJECT: Head Start Director Ratings of Teachers

DATE: February 3, 1971

LOCATION:

CC:

Each Head Start Director in the PV Evaluation has been asked to rate teachers in the classes where SRI collected data last fall. A copy of this form and the covering note is enclosed for your information. Incidentally, a form similar to this is sent to each sponsor of a PV program for ratings on the level of implementation of the model by the teachers of his model. The Head Start Directors' rating is only concerned with performance of the teachers as Head Start teachers.

Coordination on the spring testing dates will be completed at OCD, Head Start, Washington D.C. on Monday, February 8. Immediately thereafter, we will send you the test schedule and details on procedures. If you know you will be unable to assist us during the spring period (essentially during the month of May), please let me know so that a replacement can be arranged in coordination with the Head Start Director.

MEMO

TO: Head Start Planned Variation Sponsors

FROM: Tor Meeland

SUBJECT: Ratings of PV Teachers

DATE: February 3, 1971

LOCATION:

CC:

Enclosed are rating forms (pink) containing the names of the teachers in your PV program. There is one sheet for each community.

Will you please rate the performance of these teachers according to the instructions on the reverse side of the forms.

The listing of teachers on each form separates teachers whose classes had SRI pupil testing from those from whom SRI obtained only demographic information (the Classroom Information Form) and Teachers' Ratings of Children (the California Preschool Social Competency Scale). If you used teachers who are not listed, I would appreciate your adding their names. Also, there may have been replacements since October 1969. Please substitute their names and give ratings for the appropriate time periods.

I have also enclosed a copy of the Teacher Rating forms sent to the Head Start Directors and the cover memo.

SRI

MEMO

TO: Head Start Directors

FROM: Tor Meeland

SUBJECT: Dates of Easter Recess

DATE: 2/12/71

LOCATION:

CC:

Ref: HS-105

Since we are trying to avoid scheduling testing activities during the Easter vacation, we need to know the days your centers will be closed for the Easter recess. Please show these dates below and return this memo in the enclosed self-addressed envelope as soon as possible.

Site: ______________________________

Center*	Dates of Easter Recess

* Probably all dates are the same, but if not, please show the differences by center.

TM:gg
Encl.

SRI

MEMO

TO: , Head Start Director

DATE: 2/24/71

FROM: Tor Meeland TM

LOCATION:

SUBJECT: Ratings of Teachers

CC:

Ref: HS 132

Recently you should have received a teacher rating form (a blue sheet with a cover memo dated February 2, 1971) with a request that you complete them by February 15th.

If you have not already done so, I would appreciate it very much if you would complete the forms and return them to me as soon as you can.

SRI

MEMO

TO: Binet Testers

FROM: Phil Baker

SUBJECT: Spring Test Plans

DATE: March 1, 1971

LOCATION:

CC:

Ref: HS-144

The pupil testing for spring 1971 will begin in , and must be completed in three weeks. This note is to ask you if you will be available to administer the Binets again (with the Birch scoring) during this period.

We will continue to pay $15 for each Binet, but will forgo the training session on the Birch scoring since you already know the procedure. However, to remind you of the details of scoring that must be observed, a subsequent note will be sent to you along with suggestions on recording which will simplify our data processing.

If you wish to administer the Binets during the period shown above, please return the enclosed notice. If you do not respond by March 15, 1971, we will assume you are unavailable and we will arrange for a replacement tester.

Thank you for your help last fall and I hope you will be available for the spring tests.

SRI 2903 R2

To: Tor Meeland
Head Start Planned Variation Evaluation Project
SRI
Menlo Park, California

( ) I will

( ) I will not be available during the spring testing period to administer the Binets (with Birch scoring).

If you are not available, can you recommend another person for this work?

Name ____________________________

Address ____________________________

____

Phone ____________________________

Submitted by:

____________________, __________
Date

____
Head Start Community

MEMO

TO: Head Start Directors

FROM: Tor Meeland TM

SUBJECT: Spring 1971 Testing Plans

DATE: March 1, 1971

LOCATION:

CC:

Ref: HS-145

In a note to each of you, December 24, 1970, I briefly summarized the fall 1970 testing experience and gave a brief preview of the spring 1971 evaluation activities that must be implemented by SRI under its contract to the Office of Child Development, HEW.

Following are the activities that are underway for the spring period. If the dates and plans described conflict with your current plans, PLEASE inform me by letter or phone--collect to (415) 326-6200, extension 2682--in order for a sensible accommodation to take place.

1. Head Start Directors' Ratings of Teachers, (Level I, II, & III)

The forms and instructions were sent on February 2, 1971, with a request that the ratings be completed by February 15, 1971, and returned promptly. All but six communities have responded and a reminder has been sent to those Head Start Directors. Often these ratings are difficult to make and we sincerely appreciate the efforts you have made to complete them; they form an important portion of the Planned Variation Evaluation data analysis.

2. Spring Testing Schedule (Level II and III only)

Based on the dates of last day of class that you supplied us, the testing schedule has been arranged to permit the completion of all work before the last week of class, or May 28 at the latest. The following dates apply to ______________________________, Level ______:

a. Last day of class:

b. Class observations begin:

c. 8-Block Sort Testing begins: (Level III only)

d. Pupil testing begins:

e. Teacher Ratings (California Preschool Social Competency Scale:

Attached is a copy of our work calendar for spring 1971. If the dates are incompatible with your program of activities, PLEASE inform me.

3. Class Observations (Level II and III only)

Training sessions for the class observers will be held during the first two weeks of March. New and replacement observers will receive the full, five-day training program. Refresher courses of one day are scheduled for observers who worked in the fall 1970. Level III observers will be trained for the 8-Block Sort (see item 4, below). The dates and locations of these training sessions are as follows:

Date	Place	Hotel	Type
March 1-3	Denver, Col.	Sheraton Inn	Refresher + 8-Block
March 3	Atlanta, Ga.	Sheraton Biltmore	Refresher
March 4-5	"	"	8-Block
March 8-11	"	"	Full Course
March 12-13	"	"	8-Block
March 4	Philadelphia, Pa.	Benjamin Franklin	Refresher
March 8-11	"	"	Full Course
March 12-13	"	"	8-Block

4. 8-Block Sort, Mother-Child Interaction Test (Level III only)

This test was not administered in fall 1970 but is included in the spring testing. Only the mothers of the children who do not take the Binet will participate in the 8-Block Sort.* The scheduling of the mothers is to be arranged by the Site Coordinator, thus avoiding any involvement on the part of yourself or your staff. (If, however, you wish to make these arrangements, we will be glad to pass the task to you; the scheduling is a time comsuming affair and I recommend that you do not volunteer your services!)

In some communities it is necessary to begin the 8-Block Sort testing before the pupil testing in order to insure that the tests are completed before the last week of class. The schedule shown under item 2 (above) reflects this. The procedure differs from last year (1969-70) in that the class observers (see above) will receive training for the administration and scoring of the 8-Block Sort test, and train the 8-Block testers (at the home site) to be able to teach the mother the task to be done. We have chosen to follow this procedure for two reasons:

a) since the observer is highly trained to record interactions, she can most effectively score the testing and

b) it is possible to reduce the travel costs of the 8-Block training sessions.

5. Parent Questionnaire (Level III only)

When the mother comes in for the 8-Block Sort test, she will be presented with a Parent Questionnaire which is to be completed before she leaves. We hope to have a satisfactory Spanish version for those mothers who find it easier to read in Spanish. In the case of mothers who have difficulty in reading, it is our plan that the 8-Block tester will read the questions aloud.

The Parent Questionnaire is being submitted to OCD for review and comment. The final version will be sent to you before the test period in order for you to examine the format and contents, review it with your PAC chairman and, if any portions of it seem inappropriate, PLEASE inform me of the items or sections that you wish eliminated or altered for your community. Although we have given the questionnaire to Head Start mothers in our field trials and have altered the form and questions as a result of these mothers' criticisms, we still wish to be responsive to your particular needs.

---

*In the Gordon model, the 8-Block Sort will be administered by SRI and Gordon personnel; in no case will a mother/child be tested on the 8-Block by both SRI and Gordon. The scheduling of test will be coordinated between SRI and Gordon.

The Parent Questionnaire has been reduced in size over last year in order to expedite its completion; it should take from 20 to 40 minutes to complete, depending upon the reading speed of the mother.

6. Compensations to the Mothers (Level III only)

In view of the extra time that the mothers must spend in completing the Parent Questionnaire and the fact that babysitting expense will be incurred, we will pay an honorarium of three dollars ($3.00) to each mother who completes the questionnaire. The money will be given in cash when the task is completed (and thus avoid the usual delay of payment by check.)

7. Teacher and Aide Questionnaire (Level I, II and III)

A revision of the spring 1970 Teacher Questionnaire is being submitted for review and approval along with a shortened, modified version to be given to the teachers' aides. The Aide Questionnaire is also to be available in a Spanish version for the convenience of those who prefer to read the questions in Spanish rather than in English.

As with the Parent Questionnaire, the final version will be submitted to you for examination and review (with your PAC chairman) in order to identify those questions which you feel are inappropriate to your community. Please send your criticisms to me so that we can agree on which questions should be eliminated or altered. Although we have given the revised questionnaires to Head Start teachers for criticisms, and made several sensible changes, we still would like assurance that the questions are appropriate to your community and do not impose on the privacies of your teachers and aides.

The Teacher and Aide Questionnaires will be distributed by the SRI Site Coordinator during the testing period. The Site Coordinator will give the necessary supplementary instructions and stamped envelopes to be used for the direct mailing of each questionnaire to me at SRI. In this way we can easily maintain the privacy of the Teacher and Aide Questionnaire responses.

8. Ethnic Culture Tests (Level II and III)

The Children's Cultural Awareness Scale and the Ethnic Identity Questionnaire were administered last fall in those communities that were willing for the tests to be given. These two tests are included in the Auxiliary Battery for spring 1971, but will be given only if you agree to it. Attached is a copy of the memo I sent you last fall concerning these tests.

Again, I ask that you confer with your PAC chairman and decide if one or both tests should be given to the children we test in your centers. Even if the tests were not given last fall, I hope you will give approval for their administration this spring.

Enclosed is a form on which you can enter your preference. Please return it to me as soon as possible in order that the packing of the test material kits can be modified as needed.

9. SRI Site Coordinators

The Site Coordinator remains our most important contact with you. He (or she) will see that the Auxiliary Battery testers are available, retrained and scheduled to the proper centers or class after coordinating thoroughly with you. Again, they have two important tasks: a) to see that the testing and data collection are accomplished in the prescribed manner and b) to see that the testing activities are coordinated through you and to cause a minimum of interference with the program of instruction scheduled for the children. Since each of you has been instrumental in the selection of the SRI Site Coordinator, I really can't foresee any serious problems, but should a disturbance occur, PLEASE call me promptly so that the children's programs can be minimally disrupted. Parenthetically, I must add that the SRI project team has been exceptionally pleased with this year's procedure whereby each Head Start Director has had a dominant role in the selection of the Site Coordinators. Along with your help in identifying class observers and Auxiliary Battery testers, it is hard to envision a more practical procedure for assembling testing teams for a nation-wide effort. Our successes are hugely due to your support; any failures must be blamed on us in our follow-up and coordination efforts.

MEMO

TO: Site Coordinators, Level II and III

FROM: Tor Meeland TM

SUBJECT: Spring 1971 Testing Alert

DATE: March 2, 1971

LOCATION:

CC:

Ref: HS-146

Enclosed is a copy of the memo I've sent to each Head Start Director describing the activities and procedures for the spring testing activities. It also identifies the dates for the various evaluation activities. Since you will be involved in some retraining of Auxiliary Battery testers and arranging for the scheduling of mothers for the 8-Block Sort, the period during which we wish you to work will begin approximately 10 days prior to the testing period (or 8-Block testing if it occurs earlier).

If you will be available during this time, please complete and return the enclosed sheet by March 15, 1971. If I do not hear from you by this date, I'll assume you are unavailable and will arrange for a replacement.

Further details of the spring testing procedures will be sent upon confirmation of your availability.

SRI 2903 R2

To: Tor Meeland
Head Start Planned Variation Evaluation Project
SRI
Menlo Park, California

I will ( ), will not ( ) be available this spring to serve as a Site Coordinator for the Head Start Planned Variation evaluation being conducted by Stanford Research Institute.

If you have some minor conflicts in time, please note them below:

Signed: ____________________, ________
Site Coordinator Date

____
Community

MEMO

TO: Head Start Evaluation Advisory Council
Head Start Program Consultants

DATE: March 4, 1971

FROM: Tor Meeland

LOCATION:

SUBJECT: Information Copies of SRI Memos Relevant to the Head Start Planned Variation Evaluation

CC:
Ref: HS-148

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1. Dr. Lois-ellin Datta, Chief, Evaluation Branch, CCD-Head Start, has suggested that you be added to the distribution list for copies of memos that pertain to SRI evaluation activities, plans and procedures concerning Planned Variation.

2. Enclosed is a set of back memos that Dr. Datta felt you should have.

3. We will be pleased to send you copies of future correspondence related to the Head Start Planned Variation evaluation.

SRI
STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA 94025
(415) 326-6200

April 1, 1971

Dr. Lois-ellin Datta
Chief, Evaluation--Head Start Evaluation
Donahue Building--400 W.
6th and D Street S.W.
Washington D.C. 20024

Dear Dr. Datta:

In your memorandum of March 24, 1971 you requested a written statement from me regarding the report of the Special Review Panel of Dr. Robert L. Green, Dr. Lawrence W. Lezotte, and Dr. John H. Schweitzer.

We are pleased to have the opportunity to review the report of the Special Review Panel. We concur in general with the considered recommendations of the Panel. However, our comments are concerned with providing additional information, some of which may correct misimpressions in specific aspects of the report.

In considering my comments, the reader should keep in mind that the Special Review Panel spent less than two days at SRI. It is no criticism of the Panel to recognize that their report perforce must be superficial in some respects. It is literally not possible to perform a thorough review of many man years of effort in less than two days.

I question the propriety of disseminating so widely the Panel's report. Therefore, I am sending copies of this letter to the addressees of your memorandum.

With regard to the recommendations made:

a) SRI agrees to the need to continue its general evaluation activities and thus provide continuity in the many interrelated tasks associated with the data collection effort, and capitalize on the proficiencies built up over the past three years.

b) There is no doubt that the ways in which the Institute's capabilities have been organized and allocated to the Head Start evaluation and the Follow Through evaluation has, in many instances, been less satisfactory than had been hoped. It is also true that the Institute's breadth and depth in certain areas has proved to be less adequate to some tasks than we had originally estimated.

Difficulties in insuring adequate involvement by persons appropriately skilled and experienced in multivariate analyses and with appropriate backgrounds in child development and early education did lead to some sub-optimum arrangements this past year. We have made continuing efforts to acquire additional staff for both the Head Start and Follow Through projects. Some of these efforts have been more successful than others. Our judgment coincides with yours and the Panel's; the most serious gap not yet adequately filled is for persons who embody recognized expertness both in early childhood programs and the evaluation craft. This has the highest priority in our staffing efforts and we are diligently pursuing it.

c) The possibility of developing subcontracts or grants with centers of expertise around specific questions for in-depth analyses strikes us as a constructive suggestion. There are, of course, many specific and important questions that could and should be considered in greater depth than is ever likely to be possible within the constraints of the evaluation time table. We feel that there might be some hazard to the overall evaluation and its time schedule, however, unless such in-depth analyses were conceived as adjunct and complementary to the basic analyses undertaken to fulfill overall evaluation requirements.

Producing and making available analytic tapes derived from the data bank (based on specifications developed by the investigating team from the data bank tape descriptions) is, of course, feasible and relatively straightforward. The costs involved in producing analytic tapes from the total data bank are sufficiently large to dictate that this process must be budgeted for, but the obstacles, if any, are economic rather than technical.

However, I would like to reinforce our strong belief that in-depth analyses should not be integral to the basic analyses for the evaluation. They should complement and supplement the basic analysis and be scheduled independently from the overall evaluation.

With respect to your cover memo (page 2):

The impression that computer programs already available at SRI or elsewhere have been duplicated unnecessarily is not an accurate inference. Some of the programs we use are extensive adaptations of programs originally developed elsewhere. Adaptations are necessary (including debugging) whenever a program developed originally in one language or for one system is used in another. Occasionally, we find that it is more efficient and economical to develop a program for our own system rather than adapting one developed elsewhere. As a matter of policy, however, our practices are guided by pragmatic considerations; i.e., adopting the approach that will produce the desired program most efficiently.

The following additional comments are addressed to the noted sections of the Panel's report:

1. Staff Organization and Managerial Capability

We concur strongly with the observation that close planning liaison must be maintained between the Head Start Planned Variation project and the Follow Through evaluation at the level of the responsible Washington offices. We also recognize that this is difficult and that some differences in emphasis and timing probably inevitably will mean that the coordination cannot be perfect.

An example not mentioned by the report of an issue of profound importance to both projects concerns the expected duration of both experiments, for this will affect planning through the 1971-72 year and beyond. Measurement in the Head Start Planned Variation experiment in the fall of 1971 could imply continuation of the Follow Through experiment at least through the school year 1975-76 if it is expected that the cohort group who enter Planned Variation this fall will be followed through a full term of participation in Follow Through. On the other hand, if termination is anticipated for the Follow Through experiment before that time, then it might be more important for energies in the Planned Variation experiment this coming year to be directed toward follow up of the 1969-70 and 1970-71 children who have already experienced Planned Variation.

There is an implication in the report of capricious changes in the Follow Through time schedule and plan that were detrimental to Head Start. An example given refers to a last minute change in testing dates in Follow Through. This is not literally correct. There were some crossed signals on the timing of classroom observations in the fall of 1970 in Follow Through. The absence of full and easy coordination between Head Start and Follow Through on classroom testing, however, was primarily a function of Follow Through school calendars not always coinciding with Head Start center calendars.

2. Instrumentation

We agree fully to the desirability of a full review of the test battery in the context of an explicit rationale for all variables and particular instruments. Naturally, revisions should reflect experience and new instrumentation should be field tested before use.

3. Research Design

The Panel report asserts that "all the sponsored groups have been lumped as the experimental group which is compared with a control group consisting of all the comparison groups." This appears to be a misinterpretation, as a reading of the report of these analyses will demonstrate. In some presentations, groupings have been made but the evaluation project has never lost sight of the primary objective of assessing the relative effectiveness of different approaches against a variety of criteria. The 1969-70 report did cluster approaches into classes consistent with a similar clustering followed in the Follow Through evaluation. This was done consciously to preserve the anonymity of particular approaches until a solid assessment of implementation was possible.

The problems associated with selecting for testing comparison groups and PV classes that contained no more than 50% Negro children have been commented on in the Progress Report of January 29, 1971. Prior to that, OCD was made aware of the possible consequences of achieving this forced racial composition. The initial selection of classes to be tested had been done randomly when more than four eligible classes were available. However, the sponsor sites, centers, and classes had not been assigned in random fashion originally.

The report suggests that the fact of discrepancies between sponsored and unsponsored groups (experimentals and controls) was a surprise and, further, that a "full time design specialist ... might have caught the problem sooner." We believe it more likely that a quasi-experiment inevitably must deal with the literal impossibility of achieving ideal post factum matching. On the general point of design, it is worth noting for the record that a whole series of critical design decisions have been made in both Head Start and Follow Through prior to entry on the scene of an evaluation contractor:

a. Overall program guidelines that defined program elements and general objectives have been set. Program sponsors who design the approaches have been selected and, to greater or lesser degree, the particular objectives of each of these approaches have been established.

b. Locations in which the experiment is to occur have been made and the pairings between locations and approaches have been determined. Within each location, the identity of participating children, families, and staff has been largely decided by the eligibility rules that characterize the program and the decisions described above.

Evaluation activities must accommodate to these decisions.

4. Data Collection

We have not experienced as many difficulties in the Head Start evaluation with cooperation in data collection as has been experienced in Follow Through. At least two characteristics of the Head Start situation help account for this: (1) the fact that both sponsored and unsponsored Head Start programs are funded by Head Start and (2) the valuable assistance provided by the Head Start program staff headed by Dr. Jenny Klein.

5. Data Processing

Part of the inference regarding security of the data is incorrect. The report stated, "When the data from the local sites are received at SRI, a substantial amount of time elapses before these data are coded." In fact, the average time that any given box of data is in the building prior to keypunching is about one week. Data are received over a period of a few weeks. Perhaps the Special Review Panel confused the elapsed time for coding all data with the time that any given amount of data is in the building.

The Special Review Panel properly inferred that the building is flammable. It is a wood frame structure, has stucco walls, a concrete floor and a composition roof. SRI has occupied many of these "temporary" buildings for 25 years without loss of a single one to fire. The building is checked by security guards at frequent intervals during non working hours.

Even though our fire security record over a 25-year period is perfect, we are accepting the recommendation of the Special Review Panel to improve the security of the data when it first arrives at SRI. I have requested our Director of Facilities to seek alternative quarters for storage of data or to increase the fire protection in the existing building.

The concern expressed by the Special Review Panel on page 10 regarding "quality control" does not have a factual basis. Either the panel asked the wrong question or was given the wrong answer. We believe our quality control procedures are excellent. We do not think it is adequate as suggested in the Panel's report to recode "some small percentage of the records." We use 100% verification in transferring raw data to punched card records. In addition, we draw a random sample of original data records and check those against the processed data as they appear on magnetic tape in the data bank. This gives a check on a whole series of tasks that are performed on the data from the time it comes in the door until it becomes a magnetic record in the data bank.

We do not understand what might have been said or seen that led the Panel to infer the absence of a close relationship between the design and statistical staff and the data coding and computer programming staffs. In fact, some of them are the same people and all of them are administratively responsible to the same supervisor.

6. Computer Programming and Statistical Analysis

Obviously our staff did not make clear to the Panel that the ten percent of one particular programmer's time was in addition to the 1.2 man years of programming budgeted and being used during this contract period. The ten percent apparently referred to the amount of a supervisor's time.

The covariance analysis programming was basically completed prior to use by the PV project, the advantages of the shift to a different strategy of analysis was not clearly appreciated until after the first batch of covariance output had been critically examined by sponsors, consultants, and staff. The procedure shift could be considered wasteful to the extent evolutionary and sequential examinations result in replacement (often only temporarily) of first procedures.

The project staff thought it had clearly identified the reason for the relative indeterminations of computer expenses. Programmer and machine costs are quite readily determined for a given analysis, but the recycling of data to correct gaps or exploit emerging finds constitute the area in which analysis costs are so typically underestimated. It is undoubtedly true that "the fear of cost overruns may be intimidating (the staff) from conducting all the necessary analyses."

7. Interpretation and Report Writing

We agree with the statement that "people who have the responsibility for the final report must necessarily be involved with all phases of data collection, coding, analysis, and interpretation." Agreeing with this position is not to deny that some of the difficulties encountered in completing analyses and the 1969-70 report occurred when some of these functions were compartmentalized. Orchestrating these several functions in a context of large scale data collection and some massive data tabulation and computation tasks is, under the best conditions, complicated. Clearly a better balance needs to be struck between economies of expertness that can be realized when certain functions are treated as more or less discreet and the depth of understanding that analysts can achieve only when they maintain direct involvement in every stage.

Thank you for this opportunity to add a lengthy post script to the Special Review Panel's Report. I hope these elaborations contribute to a more accurate portrayal of the problem areas in the large and complex PV evaluation program. We deeply appreciate the Review Panel's report which provides a valuable critical and professional assessment of procedures and capabilities in the PV project and specific recommendations for action.

Sincerely yours,

Harvey L Dixon

Harvey L. Dixon, Executive Director
Urban and Social Systems Division

cc: Planned Variation Review Panel
Planned Variation Sponsors
Mr. Richard Orton
Dr. Jenny Klein
Dr. Philip Sorensen
Dr. Tor Meeland
Dr. Robert Egbert
Dr. Richard Snyder
OCD Evaluation Advisory Council

MEMO

TO: Site Coordinators, Level I

FROM: Tor Meeland

SUBJECT: Spring Data Collection

DATE: 4/2/71

LOCATION:

CC:

Ref: HS 196

Three items of data collection are to occur in Level I sites this spring:

1. Updating of the Classroom Information Form data.
2. Teacher ratings of children using the California Preschool Social Competency Scale (CPSC).
3. Administration of Teacher and Aide Questionnaires.

These activities should take place during the two weeks prior to the last week of school but not later than May 28 (in the case of classes that continue in session past June 4). The attached calendar shows the data collection period for your site. It will require 3 to 6 days of your time, depending on the number of classes in your site.

Classroom Information Form (CIF)

We will provide you with computer print out copies of the CIF data obtained last fall and indicate which missing information (if any) is needed.

There are a few new items of information that must be collected concerning dates children left the class, absences, etc. The teacher should be able to provide this for you.

California Preschool Social Competency Scale (CPSC)

The CPSC is to be completed by all the teachers that filled in the ratings last fall i.e., all PV classes. Again we will pay them a stipend of $10.00 for their efforts. Since they are now familiar with the form and know their children more intimately, the time needed to complete the ratings should be much less than fall 1970.

Teacher Questionnaires

Each teacher will be asked to complete a Teacher Questionnaire similar, but shorter, than the one used last spring. Return envelopes will be provided for her to mail them back to us directly. You will need to distribute the questionnaires and instructions and follow up to see that the questionnaire was completed and sent back to us.

Aide Questionnaire

Each aide will be asked to complete a questionnaire similar to the Teacher Questionnaire, but shorter. A Spanish version is to be available for those aides who have difficulty reading English and who are more comfortable reading Spanish. The questionnaires are to be returned directly to us by the aides in envelopes we will provide. You will need to distribute the aide questionnaires and instructions and follow up to see that the questionnaire was completed and sent back to us.

Level I Spring 1971 Data Collection Periods for Head Start Planned Variation Evaluation

Community	No. of Classes	Data Collection Period	Last Day of Class
Buffalo, New York	12	May 17 - 28	Unknown
Salt Lake City, Utah	6	May 17 - 28	Unknown
Lakewood, New Jersey	8	May 17 - 28	Unknown
Tuskegee, Alabama	13	May 10 - 14, 24 - 28	July 30
Central Ozarks, Missouri	16	April 5 - 16	April 23
Jacksonville, Florida	3	May 17 - 28	Unknown
St. Thomas, Virgin Islands	14	May 17 - 28	June 25
Newburgh, New York	8	May 17 - 28	June 25
Puerto Rico	6	May 17 - 28	July 30

SRI

MEMO

TO Site Coordinators, Level II

FROM Tor Meeland TM

SUBJECT Spring Data Collection

DATE 4/7/71

LOCATION

CC:

Ref:HS-199

The spring testing period will begin soon. The attached calendar shows the critical dates for each community. This is a "cumulative" calendar on which the changes in scheduling that occurred can be identified.

You have already received an information copy of the memo to the Head Start Directors (dated March 1, 1971) which described the activities that will take place this spring. This memo covers some new items and generally is concerned with administrative and coordination matters.

1. Pay Schedule for Spring 1971

Just a reminder of the various pay rates and stipends that are provided for spring 1971:

	Training Stipend	Pay Rate
a) Auxiliary Battery Testers	$20 for retraining $40 for training new ABT	$2.20/child tested
b) Classroom Observer	(already finished) i.e., $50 training stipend for new CO + $25 home study or $20 stipend for refresher course.	$15/class day of observation
c) CPSC (California Preschool Social Competency Scale)		$10/teacher for completing forms for all children in her class.
d) Teacher and Aide Questionnaire	no stipend is given for this activity, according to agreements with Office of Child Development (OCD) Washington, D.C.	

2. Order of Testing

You will receive a computer print-out of children in each class based on the pupils tested last fall. The Order of Testing print-out shows which children are to receive tests this spring. The names of the children in this listing have been randomized and show the order in which each child is to be tested. You must follow this order. If a child is absent when scheduled for a test, pick him up at the end of the testing. New children in the class are not to be tested, although they are to be added to the Classroom Information Form and date entered as shown in the instructions to the CIF that you will receive.

3. Class Observations (CO)

The COs are underway in almost all communities. Because of the nature of the CO and the detailed training that is involved, we have planned for almost all of the coordinating and scheduling to be done by the observer, even though this procedure leaves the Site Coordinators left out of the activity. We have, however, asked that the Site Coordinators (SC) sign the invoices of the observers as a minimum check that the classes were indeed observed. Since the SCs cannot check on the quality of the CO due to the extensive training that is necessary to do this task, we expect only that the SC will check that the CO has completely filled in her forms. The best way to do this is to ask her to check each item on her green sheets to be sure everything is filled in. We ask the SCs to send the observation forms to SRI in care of the National Computer Systems (NCS), Minneapolis, Minnesota in the box provided to the CO. NCS prints our forms, scores the CO forms and prepares the data tapes for us. Do not send the CO forms to SRI, since it only causes a huge delay in transshipment.

4. Auxiliary Battery Testing (ABT)

The ABT is the same as last fall. The attached updated testing calendar shows those communities whose Head Start Directors have given permission for the administration of the ethnic tests (the Children's Cultural Awareness Scale (CCAS) and/or the Ethnic Identity Questionnaire (EIQ)). In those places where we have not received word from the Head Start Director at the time of shipping, we have included both tests--just in case. Please check with the head Start Director as to whether either or both ethnic tests are to be given. The choice to give these tests rests with the Head Start Director, so please don't try to talk them into it!

The pay rate for the ABT was based on a great deal of experience from last year. At $2.20/tested child, the ABT should make more than $3.00/hour which is a very good return for the skill level required. In the case of testers who take 45-60 minutes to complete the test, please observe them carefully, and show them how they can be more efficient in their testing. If the tester is completing the tests in less than 25 minutes, please check carefully--the child is probably being rushed. Remember, the child must never be penalized. In some circumstances, a child may be untestable, but assuming the tester has made every necessary and appropriate effort, we still pay the tester for her effort. Her tester log must explain why the tests could not be completed.

I'm not sure just what explicit guidance to offer in these cases, but as a general rule, please make sure the tester does not rush (on the other hand, she should not dilly-dally around) and should be very sincere in her efforts to establish a reasonably good rapport with the child.

We have been criticized about the number of children who have refused to take the tests or who have cried so much that testing was impossible. I have counter-argued that the tester's manner and the procedures followed have been good and the failures to complete tests is a natural result of the children being unprepared for the stresses of testing--and will learn to accommodate to these stresses as they progress in the Head Start programs. If the testers are at fault, please correct the procedure or replace the tester. This is most important. All of you, as Site Coordinators, are representing SRI in its efforts to conduct a national evaluation according to the highest standards of excellence. That isn't easy to do, considering the myriad difficulties and special instances that come up. On the plus side is the fact that we have been complimented, at a national level, on the professionalskill of the field testing that has taken place, and that is a personal kudos to each of you.

5. Invoices

In order to avoid the kick backs that the business office makes, Janny Brust has prepared a note on the things you must check on the invoices to avoid them being returned for correction. Since money is serious, please be sure that all of the required items are filled in as Janny has specified. (Every invoice is subject to examination by auditors; thus the time, place and activity must be shown in detail.)

6. Scheduling

As noted in the beginning and shown in the attached calendar, the testing should occur within specified time limits. Please do not expect to test during the last week of class; the teachers are too busy and the closing activities will be a detriment to the testing. Although some communities hold class during part or all of the summer period, no testing should occur after May 28. Alternate PV and comparison classes in testing.

Exceptions:

a) The Bank Street model (Boulder, Wilmington--not DeLaWar--and Elmira) is conducting a review during the week of May 17 - 21 and all testing must be avoided during the period. Please shift to the comparison classes (as available) during this period.

b) The Gordon (Florida) model in Jonesboro, Chattanooga and Houston, administers the Preschool Inventory (PSI--our Book 5). We have always agreed not to double test the children and therefore the Site Coordinators in these communities must arrange to make copies (xerox or other process) of the PSI form (Book 5) which is administered by the SRI Auxiliary Battery tester and leave the copy with the Head Start Director. If the Head Start office can make the copy, fine--otherwise, please get copies made and include the cost on your invoice or submit the bill to me directly. There is not time to return the forms of the PSI to SRI for copying and then make a return shipment to the Florida people.

c) In Seattle, no tests should be given during the period of May 13 - 25. This may require an extra ABT and if so, please call Romaine Mason (phone (415) 326-6200, extension 4840) to alert her that an additional test kit is needed.

7. Classroom Information Form (CIF)

We will provide you with computer print-out copies of the CIF data obtained last fall and indicate which missing information (if any) is needed.

There are a few new items of information that must be collected concerning dates children left the class, absences, etc. The teacher should be able to provide this for you.

8. CPSC (California Preschool Social Competency Scale)

The CPSC is to be completed by all the teachers that filled in the ratings last fall, i.e., all classes. Again we will pay them a stipend of $10 for their efforts. Since they are now familiar with the form and know their children more intimately, the time needed to complete the ratings should be much less than fall 1970.

9. Teacher Questionnaire

Each teacher will be asked to complete a Teacher Questionnaire similar, but shorter, than the one used last spring. Return envelopes will be provided for her to mail them back to us directly. You will need to distribute the questionnaires and instructions and follow up to see that the questionnaire was completed and sent back to us.

10. Aide Questionnaire

Each aide will be asked to complete a questionnaire similar to the Teacher Questionnaire, but shorter. A Spanish version is to be available for those aides who have difficulty reading English and who are more comfortable reading Spanish. The questionnaires are to be returned directly to us by the aides in envelopes we will provide. You will need to distribute the aide questionnaires and instructions and follow up to see that the questionnaire was completed and sent back to us.

11. Coordination with SRI

Usually you have called me regarding troubles and although I'm willing to trouble shoot for you, some time can be saved if you call specific people for certain kinds of problems, i.e.,

a. Material (test) shortages--call Romaine Mason, ext. 4840
b. Invoices and related pay problems--call Janny Brust, ext. 3038
c. Class Observation problems--call Jane Stallings, ext. 3564
d. Auxiliary Battery Test procedures--call Cindy Souza, ext. 4840
or Tor Meeland, ext. 2682
e. Classroom Information form--call Romaine Mason, ext. 4840
f. CPSC (California Preschool Social Competency Scale)--call
Tor Meeland, ext. 2682 or
Klara Evans, ext. 2517
g. Teacher or Aide questionnaire--call Mary Anastole, ext. 3668
or Sandy Murphy, ext. 3503

12. Coordination with the Head Start Director

Please bear in mind the critical need to coordinate your activities with the Head Start Director. She must be kept informed of the testing schedule and the demands you must make on the teachers to help complete the Classroom Information Form (CIF) and the CPSC (California Preschool Social Competency Scale). Please accommodate to the needs of the teachers and the Head Start Director. The teachers, in particular, have a very difficult time incorporating the SRI testing into their class schedules and every effort should be made to minimize any possible commotion that attends the testing.

A REMINDER: The most difficult task facing the evaluation project members has been the need to keep a "low silhouette" in the evaluation activities. It is imperative that all persons engaged in the evaluation activities refrain from acting as "change agents." This means that every tester avoid the temptation to comment on the conduct of the classes or in any way make suggestions or critiques that can possibly be interpreted as criticizing or supporting the class activities. As testers in an evaluation program it is absolutely necessary that no comments be given to the teachers or the Head Start Director concerning the programs or activities that are observed. It is particularly important that the Class Observers be admonished to refrain from making any comments about the teachers' performance on any aspect of the models being implemented. I know this is hard to do, but one of the basic requirements for the evaluation activities is to maintain an impersonal, objective and non-communicative stature. The findings of the evaluations are to be reported only after the various lines of evidence have been explored.

The SRI report on the first year evaluation of the Planned Variation program in Head Start was submitted to OCD (March 1971) for review. OCD will determine the extent of distribution of this report and the nature of community feedback that will occur. Neither SRI nor you and your testers can offer any information until this OCD policy statement is available.

I'm sorry to bear down on this issue, but we are all caught up in an exciting experiment with the futures of many young children and although the particular experiences we have had can easily precipitate comment, the professional and legal restrictions take priority. Please consider that the program we are assessing is a long term investment, i.e., what is the accumulative benefits if any, of participating in the various Planned Variations of educational programs from Head Start (pre-school) through at least the third grade in school under the follow up in Follow Through.

When our report on the first year's effort is released, I will make every effort to see that a copy of the report is provided each of you. Even for a first year, the findings are exciting and provide a good basis for growth and development of the children in the Planned Variation programs. But, again, I must admonish you to treat any comments as "administratively confidential" until such time as the report is released.

13. Comment

The success of the Planned Variation Evaluation depends to the greatest degree on the quality of the data collected at the sites. Every effort you make to insure the credibility of the collect data provides a direct impact on the quality of the evaluation. All of us on the project at SRI believe the stakes are high: the potential benefits to many children hinge on the exceptional performance of us, the Site Coordinators, and the many testers involved. The obligation is awesome; the excitement and satisfaction almost without end.

14. Materials

The test kits (for Auxiliary Battery Testers) and the Site Coordinator kits will be shipped to arrive a week before your testing begins.

The Site Coordinator kits will contain spare forms if needed, along with copies of the Order of Testing lists. Instructions for all tests and procedures will be in your kit, expanding on the topics covered in this memo. A notice will be sent alerting you of the expected delivery date for the materials. If the shipment hasn't arrived by the date specified, please call Romaine Mason, (415) 326-6200 extension 2840, to learn of the shipping status.

15. Finally

As always, if you have doubts or issues that need attention, please call the one best suited to your needs--see item 11 above.

LEGEND:
L Last Day of Class
T Testing Starts
8 8-Block Testing Starts
O Class Observations Start
E Easter Recess
Ⓣ LEVEL I data collection
← CHANGE IN DATE

HEAD START CALENDAR, 1971 [UPDATED TO: MAR 30th]

ETHNIC TEST APPROVAL RC'D. FROM HSD

SPONSOR	CODE	COMMUNITY	Level	CLASSES TESTED PV	CLASSES TESTED Cp	PV Not TESTED	CCAS	E/G	MARCH 15	22	29	APRIL 5	12	19	26	MAY 3	10	17	24	31	JUNE 7	14
Nimnicht	02.02	Buffalo	I			12												Ⓣ				
	02.04	Duluth	III	4	2	5	x	x			O	EE	E			T8					L	
	"	St. Cloud	III								O	EE	E			T8			L			
	02.05	Fresno	III	4							O	EEEEE				T8						
	02.09	Salt Lake	I			6												Ⓣ				
	02.13	Tacoma	II	4		3	x	x				EEEEE		O		T					L	
Tucson	03.08	LaFayette	III	4	4	13					O	EE	E			T8				L		
	"	Albany	III								O					T8						
	03.09	Lakewood	I			8												Ⓣ				
	03.16	Lincoln	III	4		3	–	–			O	E	E			T8			L			
Bank Street	05.01	Boulder	III	4	1		–	–			O				T8 ←	T8			L			
	05.10	Tuskegee	I			13			EEEEE								Ⓣ	NO TEST'A'S THIS WEEK				JULY 30
	05.11	Wilmington	II	4		6	X	–				E	EEEEE	O			T					L
	"	DeLaWar	II		4		X	–			O	E	EEEEE	E		T			L			
	05.12	Elmira	III	3	3		X	X		O ←	O	EE	EEEEE			T8						all year
Englemann & Becker	07.03	E.St.Louis	III	4	4	5	X	–		O		E	E	8		T						JULY 30
	07.11	Tupelo	III	4	4					O			8	T			L					
	07.14	E.LasVegas,NM	II	4		3	–	–		O		EE	E		T			L				
	"	W.LasVegas,NM	II		4		–	X				EE	O			T						
Bushell	08.02	Oraibi	III	4		3	–	–		O		E	E8		~~T~~			L				
	"	Acoma	III		4		–	–				O ←	O			T	8		L			
	08.04	Portageville	III	4	4						O	E	E	8	8 ←	T	L					
	08.08	Mounds, Ill.	II	4	2	1					O	EEEE	EE			T			L			
Weikart	09.02	Ft.Walton Bch	III	4		1					O	E			8	T					L	
	"	Pensacola	III		3		X	–					O			T	8					JULY 9
	09.04	Central Oz	I			16						Ⓣ EE		L								
	09.06	Greeley	III	4	3		–	X			EEEEEE	E O			8	T					L	
	09.10	Seattle	II	4	3	2				O		EEEEE	EEEEE			T	No. TESTS HERE → L					
Gordon	10.01	Jacksonville	I			3												Ⓣ				
	10.02	Jonesboro	III	3	3						O	E	EE		8 T ←	T						
	10.07	Chattanooga	III	4	4	5				O		EEEEE			8	T				L		
	10.10	Houston	II	4	4	1	X	X			O	E				T				L		
EDC	11.05	Washington	III	4	4	1				O		O	EEEEE	E	8	T						JULY 30
	11.06	Paterson	II	3	1	1	–	–			O	E	EEEEE			T						JUNE 25
	11.08	Johnston Co.	III	4	4	2				O		E	E	8		T						
Pittsburgh	12.03	Lock Haven	III	4		3	X	X			O	E	E		8	T				L		
	"	Mifflenburg	III		4		X	–				E	E O				T8			L		
REC	20.01	Kansas City	III	4		4					O	E	E			T8			L			
N.Y.U.	26.01	St.Thomas, VI	I	(4)	(4)	(6)						EE	E					Ⓣ				JUNE 25
Enablers	27.04	Billings	II	4		1	X	X			O	E	E			T						"Aug"
	27.05	Colorado Spgs	II	4		2	X	–		EEEEE		O			T ←	T					L	
	27.03	Bellows Falls	II	4		2								O			T			L on Dates		
	27.02	Newburgh	I			8												Ⓣ				JUNE 25
	27.01	Puerto Rico	I			6												Ⓣ				JULY 30

Σ = 113 | 73 | 148±

2/26/71

MEMO

TO: Site Coordinators, Level III

DATE: 4/7/71

FROM: Tor Meeland Tm

LOCATION:

SUBJECT: Spring Data Collection

CC:

Ref:HS-201

The spring testing period will begin soon. The attached calendar shows the critical dates for each community. This is a "cumulative" calendar on which the changes in scheduling that occurred can be identified.

You have already received an information copy of the memo to the Head Start Directors (dated March 1, 1971) which described the activities that will take place this spring. This memo covers some new items and generally is concerned with administrative and coordination matters.

1. Pay Schedule for Spring 1971
Just a reminder of the various pay rates and stipends that are provided for spring 1971:

	Training Stipend	Pay Rate
a) Auxiliary Battery Testers	$20 for retraining $40 for training new ABT	$2.20/child tested
b) Classroom Observer	(already finished) i.e., $50 training stipend for new CO + $25 home study or $20 stipend for refresher course.	$15/class day of observation
c) CPSC (California Preschool Social Competency Scale)		$10/teacher for completing forms for all children in her class.
d) Teacher and Aide Questionnaire	no stipend is given for this activity, according to agreements with Office of Child Development (OCD) Washington, D.C.	
d) Binet Testers	$15/hour - one hour training session	$15/test given
e) 8-Block Trainer	(see paragraph 5 below)	

2. Order of Testing

You will receive a computer print-out of children in each class based on the pupils tested last fall. The Order of Testing print-out shows which children are to receive tests this spring. The names of the children in this listing have been randomized and show the order in which each child is to be tested. You must follow this order. If a child is absent when scheduled for a test, pick him up at the end of the testing. New children in the class are not to be tested, although they are to be added to the Classroom Information Form and date entered as shown in the instructions to the CIF that you will receive.

3. Class Observations (CO)

The COs are underway in almost all communities. Because of the nature of the CO and the detailed training that is involved, we have planned for almost all of the coordinating and scheduling to be done by the observer, even though this procedure leaves the Site Coordinators left out of the activity. We have, however, asked that the Site Coordinators (SC) sign the invoices of the observers as a minimum check that the classes were indeed observed. Since the SCs cannot check on the quality of the CO due to the extensive training that is necessary to do this task, we expect only that the SC will check that the CO has completely filled in her forms. The best way to do this is to ask her to check each item on her green sheets to be sure everything is filled in. We ask the SCs to send the observation forms to SRI in care of the National Computer Systems (NCS), Minneapolis, Minnesota in the box provided to the CO. NCS prints our forms, scores the CO forms and prepares the data tapes for us. Do not send the CO forms to SRI, since it only causes a huge delay in transshipment.

4. Auxiliary Battery Testing (ABT)

The ABT is the same as last fall. The attached updated testing calendar shows those communities whose Head Start Directors have given permission for the administration of the ethnic tests (the Children's Cultural Awareness Scale (CCAS) and/or the Ethnic Identity Questionnaire (EIQ)). In those places where we have not received word from the Head Start Director at the time of shipping, we have included both tests--just in case. Please check with the Head Start Director as to whether either or both ethnic tests are to be given. The choice to give these tests rests with the Head Start Director, so please don't try to talk them into it!

The pay rate for the ABT was based on a great deal of experience from last year. At $2.20/tested child, the ABT should make more than $3.00/hour which is a very good return for the skill level required. In the case of testers who take 45-60 minutes to complete the test, please observe them carefully, and show them how they can be more efficient in their testing. If the tester is completing the tests in less than 25 minutes, please check carefully--the child is probably being rushed. Remember, the child must never be penalized. In some circumstances, a child may be untestable, but assuming the tester has made every necessary and appropriate effort, we still pay the tester for her effort. Her tester log must explain why the tests could not be completed.

I'm not sure just what explicit guidance to offer in these cases, but as a general rule, please make sure the tester does not rush (on the other hand, she should not dilly-dally around) and should be very sincere in her efforts to establish a reasonably good rapport with the child.

We have been criticized about the number of children who have refused to take the tests or who have cried so much that testing was impossible. I have counter-argued that the tester's manner and the procedures followed have been good and the failures to complete tests is a natural result of the children being unprepared for the stresses of testing--and will learn to accommodate to these stresses as they progress in the Head Start programs. If the testers are at fault, please correct the procedure or replace the tester. This is most important. All of you, as Site Coordinators, are representing SRI in its efforts to conduct a national evaluation according to the highest standards of excellence. That isn't easy to do, considering the myriad difficulties and special instances that come up. On the plus side is the fact that we have been complimented, at a national level, on the professionalskill of the field testing that has taken place, and that is a personal kudos to each of you.

5. Eight-Block Mother-Child Interaction Task
   a. The 8-Block was not given in fall 1971. This spring the mothers of the children who do not take the Binet will participate in the 8-Block Sort Task. There are some exceptions in the Gordon model communities--Jonesboro and Chattanooga--where a reduced number of 8-Block Tasks will be given to avoid double testing of children already scheduled for testing by Gordon's personnel. Also, as shown in the Order of Testing print-outs, some alterations are made to compensate for extra Binets given last fall, but in any case, please follow the notations shown for tests to be administered.

   b. Eight-Block Trainer - It will be necessary to hire an 8-Block trainer who should have the same qualifications as the Auxiliary Battery Tester. She will be instructed in the procedure by the Class Observer. These training procedures were covered in detail during the COs training (or retraining) session. The CO should explain the 8-Block Sort procedure to you.

      It would help to receive the 8-Block trainer's application form as soon as possible in order to process the necessary paper work to insure that she is paid promptly. We must have her social security number and mailing address before she can be paid.

   c. Training of 8-Block Trainer - The observer will receive a stipend of $20 for the time she spends in training and practicing for the 8-Block Task.

d. Testing the Mother-Child on the 8-Block Sort
   (1) The observer will be paid \$3 for each mother-child participation.
   (2) The 8-Block trainer will be paid \$3 for each mother who is instructed on the 8-Block Sort and is given the Parent Questionnaire. (see 6 below)

   (3) Note: Since the scheduling of the mothers into the centers can run into administrative troubles that are not the fault of the trainer and observer, we feel we should provide them with a minimum of \$6 for each day they have scheduled tasks. With care in scheduling, they should be able to administer the 8-Block to 4 or 5 (and even 6) mothers per day.

e. Scheduling of the mothers will present a problem. Some will be unavailable due to jobs or personal reasons; there may be no way to contact them by phone and transportation in some communities may be very difficult. It may be possible to use the Head Start office transportation facility to bring the mothers in for testing. In this case, we will pay 10 cents a mile for use of the car. (Your invoice should show this so we can reimburse the Head Start office directly.) If the mother must use local public transportation, you should reimburse her and enter the amount on your invoice.

f. Stipends for mothers - You will receive an advance for the payment of the mother's stipend (\$5 times the maximum number of mothers to be tested plus \$25 for the total local transportation--if needed). Upon completion of the 8-Block and the Parent Questionnaire (see below) the mother should be paid in cash (\$5 + public transportation if required) after she signs the Honorarium Record. If the mother completes only the Eight-Block Task, she receives \$2. However, in Jonesboro and Chattanooga, the mothers are to be paid only \$3 since no stipend can be offered for participation in the 8-Block to agree with the sponsor (Gordon) not paying for his testing. To have two rates of pay would obviously be confusing and unfair. Her signature on this sheet which is in the SC kit is proof that the amount shown has been disbursed. Keep the balance of the stipend advance and it will be deducted from your invoice. You may at your option return the balance, however. Please remember to include the Honararium Record of the mothers' payments along with your final invoice or you will not be credited for money dispersed!

If you have to drive to coordinate the attendance of the mothers for the 8-Block test, you will be reimbursed at the rate of 10 cents per mile, but you must show this on your invoice.

6. Parent Questionnaire

During the period the mother is at the center for the 8-Block Sort task, she will be asked to complete a questionnaire to be administered by the 8-Block trainer (see below). A Spanish version will be supplied for those mothers who feel more comfortable reading Spanish. The 8-Block trainer is only an administrator of the questionnaire but in the event the mother is unable to read, the 8-Block trainer must present the questionnaire orally. The trainer should show tact at this point so a mother who is illiterate does not feel dehumanized. Please suggest to the trainer a style and procedure to overcome the awkwardness that can result if a mother cannot read. For instance, the trainer can start reading each questionnaire for each mother and give up this task if the mother volunteers to read by herself. Remember that we sincerely wish the mother's responses to be confidential to SRI (except if the trainer reads the questionnaire) and we have provided envelopes for the mother to insert her completed form so that the trainer is not party to the responses. However, it is important that the trainer, by asking the mother, be assured that every item has been answered.

In the event the mother does not understand a question, it is preferable for the trainer not to explain the item and for the mother to write "don't understand." It is permissible for the trainer to explain the meaning of words, however.

7. Binet Testing

The Binets with Hertzig-Birch scoring are scheduled for administration this spring to the children who received them last fall. The refreshing of old testers and preparation of new ones is being coordinated by Phil Baker, extension 3269.

A check list of procedures and testing steps is included with the test forms in the Site Coordinators test kit.

For the amount of money we pay the Binet testers, it is reasonable to expect them to complete the forms as specified. Also, 30-45 minutes is a reasonable time for testing one child; longer if rapport problems are present; certainly not 10-20 minutes. Please watch the Binet testers carefully in the beginning to be sure that the testing conditions are good.

8. Testing Space

Space for testing will be a critical item in Level III sites since one or more Auxiliary Battery testers, Binet testers and the 8-Block Task require separate rooms or spaces. Where test space is short, you should consider doing the testing in different classes simultaneously, i.e., ABT in one (or 2 classes) Binets in a second and 8-Block in a third. Scheduling then becomes a bit tricky, but with care, it could work.

9. Invoices

In order to avoid the kick backs that the business office makes, Janny Brust has prepared a note on the things you must check on the invoices to avoid them being returned for correction. Since money is serious, please be sure that all of the required items are filled in as Janny has specified. (Every invoice is subject to examination by auditors; thus the time, place and activity must be shown in detail.)

10. Scheduling

As noted in the beginning and shown in the attached calendar, the testing should occur within specified time limits. Please do not expect to test during the last week of class; the teachers are too busy and the closing activities will be a detriment to the testing. Although some communities hold class during part or all of the summer period, no testing should occur after May 28. Alternate PV and comparison classes in testing.

Exceptions:

a) The Bank Street model (Boulder, Wilmington--not DeLaWar--and Elmira) is conducting a review during the week of May 17 - 21 and all testing must be avoided during the period. Please shift to the comparison classes (as available) during this period.

b) The Gordon (Florida) model in Jonesboro, Chattanooga and Houston, administers the Preschool Inventory (PSI--our Book 5). We have always agreed not to double test the children and therefore the Site Coordinators in these communities must arrange to make copies (xerox or other process) of the PSI form (Book 5) which is administered by the SRI Auxiliary Battery tester and leave the copy with the Head Start Director. If the Head Start office can make the copy, fine--otherwise, please get copies made and include the cost on your invoice or submit the bill to me directly. There is not time to return the forms of the PSI to SRI for copying and then make a return shipment to the Florida people.

c) In Seattle, no tests should be given during the period of May 13 - 25. This may require an extra ABT and if so, please call Romaine Mason (phone (415) 326-6200, extension 4840) to alert her that an additional test kit is needed.

11. Classroom Information Form (CIF)

We will provide you with computer print-out copies of the CIF data obtained last fall and indicate which missing information (if any) is needed.

There are a few new items of information that must be collected concerning dates children left the class, absences, etc. The teacher should be able to provide this for you.

12. CPSC (California Preschool Social Competency Scale)

The CPSC is to be completed by all the teachers that filled in the ratings last fall, i.e., all classes. Again we will pay them a stipend of $10 for their efforts. Since they are now familiar with the form and know their children more intimately, the time needed to complete the ratings should be much less than fall 1970.

13. Teacher Questionnaire

Each teacher will be asked to complete a Teacher Questionnaire similar, but shorter, than the one used last spring. Return envelopes will be provided for her to mail them back to us directly. You will need to distribute the questionnaires and instructions and follow up to see that the questionnaire was completed and sent back to us.

14. Aide Questionnaire

Each aide will be asked to complete a questionnaire similar to the Teacher Questionnaire, but shorter. A Spanish version is to be available for those aides who have difficulty reading English and who are more comfortable reading Spanish. The questionnaires are to be returned directly to us by the aides in envelopes we will provide. You will need to distribute the aide questionnaires and instructions and follow up to see that the questionnaire was completed and sent back to us.

15. Coordination with SRI

Usually you have called me regarding troubles and although I'm willing to trouble shoot for you, some time can be saved if you call specific people for certain kinds of problems, i.e.,

a. Material (test) shortages--call Romaine Mason, ext. 4840
b. Invoices and related pay problems--call Janny Brust, ext. 3038
c. Class Observation problems--call Jane Stallings, ext. 3564
d. Auxiliary Battery Test procedures--call Cindy Souza, ext. 4840
or Tor Meeland, ext. 2682
e. Classroom Information form--call Romaine Mason, ext. 4840
f. CPSC (California Preschool Social Competency Scale)--call
Tor Meeland, ext. 2682 or
Klara Evans, ext. 2517
g. Teacher or Aide questionnaire--call Mary Anastole, ext. 3668
or Sandy Murphy, ext. 3503
h. Binet--call Phil Baker, ext. 3269
i. 8-Block Sort--call Klara Evans, ext. 2517
j. Parent Questionnaire--call Mary Anastole, ext. 3668
or Sandy Murphy, ext. 3505

16. Coordination with the Head Start Director

Please bear in mind the critical need to coordinate your activities with the Head Start Director. She *must* be kept informed of the testing schedule and the demands you must make on the teachers to help complete the Classroom Information Form (CIF) and the CPSC (California Preschool Social Competency Scale). Please accommodate to the needs of the teachers and the Head Start Director. The teachers, in particular, have a very difficult time incorporating the SRI testing into their class schedules and every effort should be made to minimize any possible commotion that attends the testing.

A REMINDER: The most difficult task facing the evaluation project members has been the need to keep a "low silhouette" in the evaluation activities. It is imperative that all persons engaged in the evaluation activities refrain from acting as "change agents." This means that every tester avoid the temptation to comment on the conduct of the classes or in any way make suggestions or critiques that can possibly be interpreted as criticizing or supporting the class activities. As testers in an evaluation program it is absolutely necessary that no comments be given to the teachers or the Head Start Director concerning the programs or activities that are observed. It is particularly important that the Class Observers be admonished to refrain from making any comments about the teachers' performance on any aspect of the models being implemented. I know this is hard to do, but one of the basic requirements for the evaluation activities is to maintain an impersonal, objective and non-communicative stature. The findings of the evaluations are to be reported only after the various lines of evidence have been explored.

The SRI report on the first year evaluation of the Planned Variation program in Head Start was submitted to OCD (March 1971) for review. OCD will determine the extent of distribution of this report and the nature of community feedback that will occur. Neither SRI nor you and your testers can offer any information until this OCD policy statement is available.

I'm sorry to bear down on this issue, but we are all caught up in an exciting experiment with the futures of many young children and although the particular experiences we have had can easily precipitate comment, the professional and legal restrictions take priority. Please consider that the program we are assessing is a long term investment, i.e., what is the accumulative benefits if any, of participating in the various Planned Variations of educational programs from Head Start (pre-school) through at least the third grade in school under the follow up in Follow Through.

When our report on the first year's effort is released, I will make every effort to see that a copy of the report is provided each of you. Even for a first year, the findings are exciting and provide a good basis for growth and development of the children in the Planned Variation programs. But, again, I must admonish you to treat any comments as "administratively confidential" until such time as the report is released.

17. Comment

The success of the Planned Variation Evaluation depends to the greatest degree on the quality of the data collected at the sites. Every effort you make to insure the credibility of the collect data provides a direct impact on the quality of the evaluation. All of us on the project at SRI believe the stakes are high: the potential benefits to many children hinge on the exceptional performance of us, the Site Coordinators, and the many testers involved. The obligation is awesome; the excitement and satisfaction almost without end.

18. Materials

The test kits (for Auxiliary Battery Testers) and the Site Coordinator kits will be shipped to arrive a week before your testing begins.

The Site Coordinator kits will contain spare forms if needed, along with copies of the Order of Testing lists. Instructions for all tests and procedures will be in your kit, expanding on the topics covered in this memo. A notice will be sent alerting you of the expected delivery date for the materials. If the shipment hasn't arrived by the date specified, please call Romaine Mason, (415) 326-6200 extension 4840, to learn of the shipping status.

19. Finally

As always, if you have doubts or issues that need attention, please call the one best suited to your needs--see item 15 above.

LEGEND: L Last Day of Class
T Testing Starts
8 8-Block Testing Starts
O Class Observations Start
E Easter Recess
Ⓣ LEVEL I data collection
← CHANGE DATE

HEAD START CALENDAR, 1971 [UPDATED TO: MAR 30th]

ETHNIC TEST APPROVAL RCD. FROM HSD

SPONSOR	CODE	COMMUNITY	Level	CLASSES TESTED PV	CLASSES TESTED Cp	AV NOT TESTED	CCAS	EIQ	MARCH 15	22	29	APRIL 5	12	19	26	MAY 3	10	17	24	31	JUNE 7	14
Nimnicht	02.02	Buffalo	I			12												Ⓣ				
	02.04	Duluth	III	4		5	x	x			O	EE	E			T8					L	
		St. Cloud	III		2						O	EE	E			T8			L			
	02.05	Fresno	III	4							O	EEEEE				T8						
	02.09	Salt Lake	I			6												Ⓣ				
	02.13	Tacoma	II	4		3	x	X				EEEEE		O		T					L	
Tucson	03.08	Lafayette	III	4		13					O	EE	E			T8				L		
		Albany	III		4						O					T8						
	03.09	Lakewood	I			8												Ⓣ				
	04.16	Lincoln	III	4		3	–	–			O	E	E			T8			L			
Bank Street	05.01	Boulder	III	4	1		–	–			O				T8 ←	T8			L			
	05.10	Tuskegee	I			13			EEEEE								Ⓣ					JULY 30
	05.11	Wilmington	II	4		6	X	–				E	EEEEE	O			T	[illegible] THIS WEEK				L
		DelaWar	II		4		X	–			O	E	EEEEE	E		T			L			
	05.12	Elmira	III	3	3		X	X		O ←	O	EE	EEEEE			T8						all year
Engle-mann & Becker	07.04	E. St. Louis	III	4	4	5	X	–		O		E	E	8		T						JULY 30
	07.11	Tupelo	III	4	4					O			8	T			L					
	07.14	E. LasVegas, NM	II	4		3	–	–		O		EE	E		T			L				
		W. LasVegas, NM	II		4		–	X				EE	O			T						
Bushell	08.02	Oraibi	III	4		3	–	–		O		EE	8		~~T~~			L				
		Acoma	III		4		–	–				O ←	O			T			L			
	08.04	Portageville	III	4	4						O	E	E	8	8 ←	T	8		L			
	08.08	Mounds, Ill.	II	4	2	1					O	EEEE	EE			T		L				
Weikart	09.02	Ft. Walton Bch	I.I	4		1					O	E			8	T			L			
		Pensacola	III		3		X	–					O			T	8				L	
	09.04	Central Oz	I			16						Ⓣ EE		L								JULY 9
	09.06	Greeley	III	4	3		–	X			EEEEEE	E O			8	T					L	
	09.10	Seattle	II	4	3	2				O		EEEEE	EEEEE			T	ENG. TESTS HERE → L					
Gordon	10.01	Jacksonville	I			3												Ⓣ				
	10.02	Jonesboro	III	3	3						O	E	EE		8 T ←	T						
	10.07	Chattanooga	III	4	4	5				O		EEEEE			8	T				L		
	10.10	Houston	II	4	4	1	X	X			O	E				T				L		
EDC	11.03	Washington	III	4	4	1				O		E	EEEEE E		8	T						JULY 30
	11.06	Paterson	II	3	1	7	–	–			O	E	EEEE E.			T						JUNE 25
	11.08	Johnston Co.	III	4	4	2				O		E	E	8		T						
Pitts-burgh	12.01	Lock Haven	III	4		3	X	X			O	E	E		8	T				L		
		Mifflenburg	III		4		x	–				E	E O				T8			L		
REC	20.01	Kansas City	III	4		4					O	E	E			T8			L			
N.Y.U.	26.01	St. Thomas, VI	I	(4)	(4)	(2)						EE	E					Ⓣ				JUNE 25
Enablers	27.04	Billings	II	4		1	x	x			O	E	E			T						"Aug"
	27.05	Colorado Spg	II	4				–		EEEEE		O			T ←	T				L		
	27.03	Bellows Falls	II	4		2								O			T			L or Dolen		
	27.02	Newburgh	I			8												Ⓣ				JUNE 25
	27.01	Puerto Rico	I			6												Ⓣ				JULY 30

Σ = 113 73 149?

2/6/71

SRI

MEMO

TO: Level III Site Coordinators

DATE: April 15, 1971

FROM: Phil Baker

LOCATION:

SUBJECT: Binet Testers for Spring '71

CC:

Enclosed in a list of the Binet testers we have contacted who will be testing in the Spring. If there are any discrepancies between this list and yours (for your community) please let me know. In some communities the testing load is relatively light, and in others it is very heavy. Please contact your testers to make sure the testing can be completed in the time allotted. If there are problems in this area, call! (In some areas the time of testing has already been extended to allow for particular circumstances)..

SRI

MEMO

TO: Site Coordinators, Levels II and III
DATE: 4/16/71
FROM: Tor Meeland TM
LOCATION:
SUBJECT: Additional Directions for Spring Testing
CC: HS-207

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1. Testing sequence of classes

Last fall we specified for each community whether PV or comparison classes should be tested first. Since the class observation procedure this spring calls for alternating between PV and comparison classes, it is preferable for the testing to follow the same system, i.e., if a comparison class is done first, then test a PV class next and back to a comparison, etc.

Testing space or local condition may prevent this alternating scheme, and you will then have to modify the plan. To the extent possible, please alternate the classes.

2. Classroom Information Form (CIF)

In our effort to keep item 14 of the Fall 1970 form (family income level) as impersonal as possible, the instructions asked for family income only to the nearest thousand dollars. Subsequent analyses have shown the need to obtain family income data to the nearest hundred dollars.

On the print-out form of the CIF information that we sent to you this spring, the family income variable for Fall 1970 is identified as number (17). Please update these figures to the nearest hundred dollars.

Also, the new variable for present family income, number (24), should be filled in to the nearest hundred dollars.

3. Testing non-English speaking children

If a child does not understand English sufficiently well to take the test, please administer the test in his or her language. If none of your testers speak the language of the child, then the test cannot be given. The translation, if given, will have to be done "live" since we presently do not have translated tests available. This procedure is certainly not completely satisfactory. In any event, if non-English is used, be sure to enter this fact in the Tester's Log (and for safety, write "Test given in ____________" on the test forms).

4. Invoice instructions

Enclosed is a copy of hints and instructions for completing invoices that was used at the Classroom Observation training sessions along with the 3/29/71 memo on invoices (which you should have received). Please be sure the testers provide all the information asked for to avoid business office delays and rejections.

5. Questionnaire Coordination with Head Start Directors

Please give a copy of the Teacher Questionnaire and the Aide/Assistant Questionnaire to the Head Start Director for review and comment. The Head Start Director will probably wish to coordinate with the PAC chairman. In a previous memo to the Head Start Director, I asked them to examine the questionnaires and if they felt uneasy about any item they should contact me to arrange for any changes that can be made.

Our own internal reviews and outside coordination with OCD, sponsors and Head Start consultants took longer than expected and is the reason we were unable to send the questionnaire to the Head Start Directors earlier. Your delivering them personally will save some time.

A Spanish version of the Aide/Assistant Questionnaire is being sent only to those communities that have Mexican-American or Puerto Rican children. If the Aides in these communities feel more comfortable with the Spanish version, they are to use it.

6. For Level III Sites only

a. Training stipend for 8-Block Trainer

As noted on the invoice instruction sheet enclosed, the 8-Block Trainer will receive a stipend of $20 for the time she is instructed by the 8-Block Observer.

b. Mothers' stipend

An advance has been sent to you to cover the stipends to be paid the mothers who participate in the 8-Block and complete the Parent Questionnaire. The stipend ($5) should be given to the mother when she has completed the two tasks. The mothers must sign the Stipend/Honorarium Record which serves as the receipt. Be sure to return the Stipend/Honorarium Record.

It is probably most practical to have the 8-Block Trainer distribute the stipends.

c. Parent Questionnaire

The Parent Questionnaires are being sent to you air mail. As with the Teacher and Aide Questionnaires, please give a copy of the Parent Questionnaire to the Head Start Director for review.

A Spanish version is being sent to those communities that have Mexican-American and Puerto Rican children for use with the mothers who read and understand Spanish better than English.

When the Questionnaires are all completed, return them to SRI in the test kits, if there is room. If they do not fit in, use the large mailing envelopes that we included with the questionnaires and return it Registered Mail. The envelope is preaddressed, but not stamped. Pay the postage and enter the amount on your invoice for reimbursement.

d. Binet Testers
The names of the Binet Testers Phil Baker has contacted are shown in the enclosed memo from him.

Finally, I hope these additions to the testing procedures come in time for easy implementation. Again, should you have questions, call the person who seems most likely to have the answer as shown in the memo of 4/7/71.

INSTRUCTIONS FOR COMPLETING HEAD START INVOICES

GENERAL

1. Be sure to include your:

    NAME
    ADDRESS
    HC NUMBER

2. Each date, center, and city must be recorded in the record of activity box. If these are not listed separately (e.g. NEVER write 11/8/70-12/4/70: 4 days of class observation), your invoice will be returned.
3. All expenses must be listed in the explanation of expenses box according to the directions on the reverse side of the invoice. (See sample invoice).

Please be sure to include your signature and your site coordinator's signature.

4. You will note that your reimbursement is for the gross amount earned for your services. The Institute does not withhold income or other taxes and for this reason you will not receive a W-2 form at the end of the year.

STIPENDS AND TESTING RATES

1. New Observers receive:
    - a. $50.00 class observation training stipend
    - b. $25.00 home study stipend
    - c. $20.00 training stipend if they are trained for the 8-Block Sort Task.
2. Observers who are retrained receive:
    - a. $20.00 class observation retraining stipend
    - b. $20.00 training stipend if they are trained for the 8-Block Sort Task.
3. Observers receive $15.00 per day for Head Start classroom observation.
4. For training trainer to give the 8-Block Sort Task, observer and trainer each receive $20.00.
5. Giving and observing the 8 Block Sort Task: $3.00 per task for both trainer and observer.

TRAINING SESSION INVOICE

1. Include your receipt for transportation (airline, bus, or train) or list your car mileage. Also include any unused tickets.
2. Keep track of all other traveling expenses such as taxis, subways, buses.
3. SRI will pay for your hotel room; however, your meals should be handled on a cash basis for which you will be reimbursed. The daily limit can not exceed $12.50.
4. Please explain your miscellaneous charges on the invoice and include receipts if possible

(PASSED OUT AT SPRING '71 CLASSROOM OBSERVATION TRAINING SESSIONS)

SRI SAMPLE

INVOICE FOR SERVICES
FOLLOW THROUGH AND HEAD START EVALUATIONS

TO: STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA, 94025

PLEASE PRINT

I D No. HC 423
(As shown on Purchase Letter)

ROM: Name John Doe
Address 1714 Wabash Ave
Peoria, Illinois 34562

For Services Rendered from Apr 5 (date) through Apr 9, 1971 (date)

____ hours			hour ( )
5 days	at $ 15.00		per day ✓
____ tests			test ( )

Total Salary $ 75.00
Expenses (Explained below) 2.60
Total $ 77.60

FOR SRI USE ONLY

VERIFIED BY: Henry Smith
Site Coordinator or Field Supervisor

APPROVED BY: ____________________

CHARGE PROJECT No. ____________________

The entire amount shown on this Expense Claim should be charged against any outstanding balance.

SUBMITTED BY:
John Doe — Signature
Apr 10, 1971 — date

RECORD OF ACTIVITIES AND EXPLANATION OF EXPENSES. *See Instructions on reverse side of form.*

ENTERS OR SCHOOL AND GRADE	Central →							
ITY	Peoria →							
ASK DESCRIPTION (See Note 1 on reverse)	C.O	C.O	C.O.	C.O.	C.O			
ATE	Apr 5	Apr 6	Apr 7	Apr 8	Apr 9			
NO. OF HOURS, [✓ DAYS] OR TESTS (Circle one)	1	1	1	1	1			
. TRAVEL								TOTAL
a. Car at 10¢ per mile								
b. Taxi (over $5/day show locations visited)								
c. Other (see Note 2 on reverse)								
. HOTEL								
. MEALS								
. TELEPHONE (see Note 3 on reverse)	.75		.60		1.25			2.60
MISCELLANEOUS (Explain on reverse)								
TOTAL	.75		.60		1.25			2.60

TAXI

Date	From – To	Amount

TELEPHONE

Date	Person called – Location	Amount
Apr 9	Site Coordinator (Union City)	1.25

(If more space is needed, attach additional sheet.)

ACCOUNTING COPY

SRI

MEMO

TO: Site Coordinators, Level I

DATE: 4/16/71

FROM: Tor Meeland TM

LOCATION:

SUBJECT: Classroom Information Form (CIF) and Questionnaires

CC:

REF: HS-215

---

1. Classroom Information Form (CIF)

In our effort to keep item 14 of the Fall 1970 form (family income level) as impersonal as possible, the instructions asked for family income only to the nearest thousand dollars. Subsequent analyses have shown the need to obtain family income data to the nearest hundred dollars.

On the print-out form of the CIF information that we sent to you this spring, the family income variable for Fall 1970 is identified as number (17). Please update these figures to the nearest hundred dollars.

Also, the new variable for present family income, number (24), should be filled in to the nearest hundred dollars.

2. Questionnaire Coordination with Head Start Directors

Please give a copy of the Teacher Questionnaire and the Aide/ Assistant Questionnaire to the Head Start Director for review and comment. The Head Start Director will probably wish to coordinate with the PAC chairman. In a previous memo to the Head Start Director, I asked them to examine the questionnaires and if they felt uneasy about any item they should contact me to arrange for any changes that can be made.

Our own internal reviews and outside coordination with OCD, sponsors and Head Start consultants took longer than expected and is the reason we were unable to send the questionnaire to the Head Start Directors earlier. Your delivering them personally will save some time.

A Spanish version of the Aide/Assistant Questionnaire is being sent only to those communities that have Mexican-American or Puerto Rican children. If the Aides in these communities feel more comfortable with the Spanish version, they are to use it.

MEMO

TO: Head Start Planned Variation Sponsors

DATE: 7/26/71

FROM: Tor Meeland

LOCATION:

SUBJECT: Implementation of Program for 1970 - 71

CC:

Ref: HS-283

Please complete the enclosed form which concerns selected aspects of program implementation issues. The items are closely related to those in the Site Reports filled out by the OCD consultants.

Return the completed form to me as soon as you can. A return envelope is included.

Appendix E

FALL 1971 COMMUNICATIONS

Appendix E

FALL 1971 COMMUNICATIONS
CONTENTS

Date	To	Subject	
8 Jul 71	HSDs, Level III	Meeting in Menlo Park July 28-29	
*13 Aug 71 1	HSDs	Follow up of Head Start Dir. Meeting at SRI July 28-29, 1971	E-5
*18 Aug 71	SCs	Change in the Supplementary Test Battery and Alteration in the Pay Basis for the Testers	E-10
*20 Aug 71	HSDs, Level I	Fall 71 Data Collection for HS Planned Variation, Level I Sites	E-13
*23 Aug 71	SCs	Restatement of items from the Site Coordinators' meeting at Menlo Park, Aug. 2-6, 1971	E-15
*24 Aug 71	SCs	Shipping Materials	E-31
27 Aug 71	SCs	Training Session in Baltimore September 8-10	
*27 Aug 71	HSPV Spons	Fall 1971 Evaluation Plans	E-32
31 Aug 71	OCD	OCD Permission for SRI to Coordinate with Control Communities Huntsville and San Francisco	
Aug 71	Testers	Tester Affidavit of Confidentiality of Data	
* 1 Sep 71	SCs/Testers	General Instructions for Fall Head Start Testing	E-39
* 2 Sep 71	HS Traveling Staff	Some Questions Which May Be Raised in Your Meetings with Community Persons	E-41
* 2 Sep 71	SCs	PIF Records on "Record of Children Tested"	E-46

CONTENTS (Concluded)

Date	To	Subject	
* 2 Sep 71	OCD & Huron	Fall Site Visits	E-47
*29 Sep 71	SCs	Schaefer Behavior Inventory	E-48

MEMO

TO: Head Start Directors

DATE: August 13, 1971

FROM: Tor Meeland

LOCATION:

SUBJECT: Follow up of Head Start Directors meeting at SRI July 28-29, 1971.

CC:

Everyone on the Project Team wishes to convey a thank you for the time and effort you expended to come to the meeting July 28-29, 1971 at SRI. We found it to be a remarkably productive session inasmuch as a great deal of guidance was given us toward the resolution of various test implementation issues for this coming year.

We all hope that the concentrated two days left each of you with a clear (at least a clearer) understanding of the myriad details of the Planned Variation Evaluation.

Enclosed is a listing of the items of information we will need on each child at the very beginning of the year. Although these items will be printed in the classroom Information form to be sent to each Site Coordinator, the list is sent now because you all seemed to prefer to get an early look at the items in order to simplify your record keeping.

Also enclosed is a current specification of the PV classes available, PV classes to be tested and comparison classes to be tested, (green table) The changes from our earlier listing reflect the updating you provided us at the meeting. We will inform the Site Coordinators later about which classes to test (if there is an excess available).

Last week, Aug. 2-6, the level III Site Coodinators attended a training session at SRI. It was a particularly profitable session following as it did the meeting with all you Directors. Our Site Coodinators felt that the Head Start Directors meeting and exchanges would greatly simplify the evaluation work.

Following the Site Coodinator's meeting a change in the test battery was made: The Sigel Object Categorizing Test is dropped from the Fall Test battery. This reduces the testing time by fifteen minutes -- which is good, but causes a difficulty in the administration of pay rates for tests given. We now plan to pay the Basic Battery Testers and Supplemental Battery Testers on an hourly basis rather than per child completed. Both the Site Coordinators and yourselves seemed to prefer this arrangement, but I held out for "piece work" (with its troubles) in order to keep a tighter control on testing costs. The new pay procedures which I'll send to the Site Coordinators provides certain upper time limits which should prevent excessive cost overuns.

The Start Dates for Fall '71 testing are shown in the enclosed table (white) and are based on your estimates of opening day. Someone from the SRI project team will appear in each community at the start of testing to help the Site Coordinator in any way possible. Arranging economical travel routings for this supervising effort is a bit complicated; when the schedule is completed, we will let you know the names and dates.

Training sessions for the 8-Block Observers will be held at SRI Aug. 17-19 and Aug 31-Sept 2. A third session (probably in Atlanta) will occur Sept 8-10. This is just information since the Site Coordintor will schedule the local details.

I hope you have received your copy of the group picture taken at SRI. It was given to the Site Coordinators at the end of their training week to deliver to you personally and provide an opportunity for an early meeting between you.

The addresses of the Directors and Site Coodinators are contained in the enclosed roster.

Again, our thanks for coming to SRI and if anything remains unclear, please call me at (415) 326-6200, Ext. 2682.

Sincerely,

Tor

Tor Meeland

TM:cw
Enclosures: Items to be used in the Classroom Information Form
Number of classes to be tested
Start Dates for Fall '71 testing
Mailing list of Head Start Directors and Site Coordinators

ITEMS FOR THE CLASSROOM INFORMATION FORM, 1971

	Comment or Categories
1. Name of Child	
2. Birthdate	
3. Sex	
4. Did the child have previous preschool experience? If "yes", was it Head Start? If "Head Start", number of months,	
5. Date child entered this Head Start Class	Usually this is the date of the first day of class
6. Date child entered this Head Start Program	Month and year
7. Language spoken in the home: a. First language b. Second language	Spanish or English or other (specify)
8. Ethnic group of the child: Caucasian-Mexican/Spanish-American Puerto Rican Other Negro/Black American Indian Oriental Other non-Caucasian (Specify) Unknown	
9. How many persons in the household are: a. Under 18 years b. 18 years and over	
10. Number of other children in the household: a. Now in Head Start b. Now in Follow Through, were in H.S. c. Now in Follow Through, were not in H.S.	
11. Does family receive Public Financial Assistance?	
12. Total family cash income	to nearest hundred dollars
13. Head of the Household a. Sex	
b. Employment Status	Full time(35 hrs. or more a wk.) Part time(less than 35 hr. a wk.) Unemployed Seasonal
c. Occupation	Write in actual job
d. Education	Grade completed
14. Spouse of head of the household: a. Sex	
b. Employment Status	see item 13
c. Occupation (Specify)	
d. Education	Grade completed

DATE ______________________ ______________________

WORKSHEET h
8/13 /71
Head Start Communities
1971-72

SPONSOR	CODE	COMMUNITY	Test Level	Total PV Classes	Classes to be Tested PV	Cp
Nimnicht	02.02	Buffalo	I	12		
	02.04	Duluth	III	8	6	
	02.09	Salt Lake	III	6	6	
	02.13	Tacoma	III	7	6	
Tucson	03.08	LaFayette	III	6	6	
	03.09	Lakewood	III	8	6	
	03.16	Lincoln	III	6	6	
	03.	Des Moines(FT)	III	0		8
Bank Street	05.01	Boulder	I	4		
	05.10	Tuskegee	III	13	6	
	05.11	Wilmington	III	10-12	6	
	05.12	Elmira	III	6	6	
Becker & Englemann	07.11	Tupelo	III	6	6	4
	07.14	E. LasVegas, NM	III	5	5	
	"	W. LasVegas, NM	III	0		4
	07.	Providence(FT)	III	0		8
Bushell	08.02	Oraibi	I	7		
	08.04	Portageville	III	4	4	4
	08.08	Mounds, Ill.	III	5	5	2
Weikart	09.02	Ft. Walton Bch	III	5	5	
	09.04	Central Ozarks	III	16	6	
	09.06	Greeley	III	4	4	4
	09.10	Seattle	I	6		
Gordon	10.01	Jacksonville	I	3		
	10.02	Jonesboro	III	3	3	3
	10.07	Chattanooga	III	10	6	4
	10.10	Houston	III	5	5	4
EDC	11.05	Washington	I	5		
	11.06	Paterson	III	4	4	=2
	11.08	Johnston Co.	III	6	6	4
Pittsburgh	12.03	Lock Haven	III	7	6	
	12.04	Montevideo	III	3	3	
REC	20.01	Kansas City	III	8	6	5
N.Y.U.	26.01	St. Thomas, VI	I	10		
Enablers	27.04	Billings	III	8	6	
	27.05	Colorado Sp	III	6	6	
	27.03	Bellows Falls	III	6	6	
	27.02	Newburgh	III	8	6	
	27.01	Puerto Rico	I	6		
	27.06	San Jose	I	6		
Cp		Huntsville, Ala	III			=10
Cp		SanFrancisco	III			=12
		TOTALS		248	152	56 (=22) 81

Level I = 9
Level III = 32

DATE re 8/28/71

START DATES FOR FALL '72 TESTING

WORKSHEET i
8/13/71
Head Start Communities
1971-72

T = TESTING STARTS
● = FIRST DAY OF CLASS
O = YEAR ROUND CLASSES

LABOR DAY

NSOR	CODE	COMMUNITY	Test Level	Tested Classes PV	Tested Classes Cp	AUG. 30 3	6 10	SEPTEMBER 13 17	20 24	27 1	OCTOBER 4 8	11 15	18 22 25
nicht	02.02	Buffalo	I										
	02.(04)	Duluth	III	6					●	T			
	02.09	Salt Lake	III	6						●		T	
	02.13	Tacoma	III	6		●		T					
son	03.08	LaFayette	III	6		●	T						
	03.09	Lakewood	III	6							●	T	
	03.(16)	Lincoln	III	6		●	T						
	03.	Des Moines(FT)	III		8		●	T					
k	05.01	Boulder	I										
reet	05.10	Tuskegee	III	6						●		T	
	05.(11)	Wilmington	III	6				●	T				
	05.12	Elmira	III	6		O	T						
cker &	07.(11)	Tupelo	III	6	4	●		T					
gle-	07.14	E.LasVegas,NM	III	5					●	T			
n	"	W.LasVegas,NM	III		4	●	T						
	07.	Providence(FT)	III		8				●		T		
shell	08.02	Oraibi	I										
	08.(04)	Portageville	III	4	4						●	T	
	08.08	Mounds, Ill.	III	5	2	●		T					
ikart	09.02	Ft.Walton Bch	III	5									
	09.04	Central Ozarks	III	6		●	T						
	09.(06)	Greeley	III	4	4		●	T					
	09.10	Seattle	I										
rdon	10.01	Jacksonville	I										
	10.02	Jonesboro	III	3	3	●	T						
	10.(07)	Chattanooga	III	6	4			●– – –	– – –	T			
	10.10	Houston	III	5	4	O	T						
C	11.05	Washington	I										
	11.(06)	Paterson	III	4	=2				●	T			
	11.08	Johnston Co.	III	6	4				●	T			
tts-	12.(03)	Lock Haven	III	6		●	T						
rgh	12.04	Montevideo	III	3			●	T					
C	20.(01)	Kansas City	III	6	5		●	T					
Y,U.	26.01	St. Thomas,VI	I										
ablers	27.04	Billings	III	6				●	T				
a	27.(05)	Colorado Sp	III	6		●	T						
	27.(03)	Bellows Falls	III	6				●	T				
	27.02	Newburgh	III	6			●–●		T				
	27.01	Puerto Rico	I										
	27.06	San Jose	I		6								
Cp		Huntsville,Ala	III		=10								T
Cp		SanFrancisco	III		=12								T

NOTE: TESTING PERIOD IS 3 WEEKS LONG.

TEACHER RATINGS (SCHAEFER) GIVEN IN 7th WEEK OF CLASS.

— EARLIEST WEEK IS OCTOBER 11-15.

UNIV. OF MD. CHILD STUDY SITES SHOWN BY O IN CITY CODE.

SRI
STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA 94025
(415) 326-6200

Aug. 18,1971

To: Site Coordinators

Subject: Change in the Supplementary Test Battery and alteration in the Pay Basis for the testers.

HS-300

Change in the Supplementary Test Battery

The Sigel object categorizing Test has been dropped from the Supplementary Test Battery for Fall 1971. It will be used next spring only. For the effective administration of the Sigel, additional clarification of procedures and further instructions are needed and there is not time to do this.

This deletion alters the pay rate for the Supplementary Tester as described below.

Change in Pay for Testers

The elimination of the Sigel from the Supplementary Test Battery required a change in the pay rate for each child tested. Together with the awkwardness that could occur with the splitting of the Brown into a separately paid activity and the general inclination of the Site Coordinators to use an hourly pay rate, the new Pay Schedule established for the Basic and Supplementary Testers will be $3.50 per hour.

The pay rates for children tested that was given to you at the Site Coordinators meeting was based on an expected hourly rate of $3.50 for Basic Battery Testers and $3.85 for Supplementary Battery Testers. The complexity and demands of the Sigel justified this differential. Now that the Sigel is dropped, the hourly rate should be the same.

The hourly rate was extablished with the expectation that the following testing load was reasonable and expected:

Test	Time to complete one child	Expected Number of children tested in 1 hour
Basic Battery (PPVT, WRAT, PSI)	40 minutes	1½
Brown	12 minutes	5
Supplementary Battery (Enumeration, ITPQ, Motor Inhibition)	30 minutes	2

From these figures you can closely estimate how many hours a tester would work. For example, if a community had a total of 6 classes to test and 17 children per class, there would be 17 x 6 = 102 children. The Basic Battery would require 102 ÷ 1½ = 68 hours of testing (by each of two testers working 34 hours) ; the Brown would require 102 ÷ 5 = 21 hours of testing and the Supplementary Battery (6 children per class = 36) would require 36 ÷ 2 = 18 hours of testing.

To aid you in your planning, the following table may help you:

Number of children to be tested	Number of testing hours needed		Supplementary Battery* (1/3 of each class, but min.of 6 per class)
	Basic Battery	Brown	
45	30	9	7½
60	40	12	10
75	50	15	12½
90	60	18	15
105	70	21	17½
120	80	24	20
135	90	27	22½
150	100	30	25
165	110	33	27½
180	120	36	30

* 3 hrs. per class if 6 children tested per class.

Example:
If 2½ hrs. per day are available for testing, plan on 2½ x 14 day = 35 hrs. available in the three week test period for any one tester. Thus if you have 105 children, it will require 2 Basic Testers (35 hours each) , and one Supplemental Tester who can also do the Brown (17½ hrs. + 21 hrs. = 37½ hrs.). Although the 37½ hours may spill over to the first day of the next week, this is better than using an additional tester which adds training costs and reduces the testers' total income. The Brown tests could be given in between Supplementary Tests to make efficient use of the tester's time.

Attached is a revised pay schedule. Notice, the 8- Block observer and trainer are still paid $3.20 per child/Mother completed.

Tor Meeland

vp:tm
att.

HEAD START PLANNED VARIATION EVALUATION
TESTING PAYMENT SCHEDULE, FALL, 1971

Aug. 18,1971

	Home Study Stipend	Training Days	Training Stipend	Testing Payment
Clerical Assistant to Site Coordinator				$2.20 per hr.(Maximim of 8 hrs. per day and 5 weeks)
Basic Battery Testers		2	$40.00	$3.50 per hr. (average of 1½ children per hour)
"Brown" Testers		1	$20.00	$3.50 per hr. (average of 5 children per hour)
Supplementary Battery Testers		2	$40.00	$3.50 per hr. (average of 2 children per hour)
8-Block Sort Observer	$15.00	3	$60.00	$3.20 per Mother/ child
8-Block Sort Observer Training the Trainer		2	$40.00	
8-Block trainer	$15.00	2	$40.00	$3.20 per Mother/ child (including Parent Information Form)
Class Observers	$25.00	7	$95.00	$18.00 per class day

Honoraria:	**Amount**	**Activity**
Mothers	$5.00	Participation in 8-Block Sort ($3.00) and completion of Parent Information Form ($2.00)
Teachers	$20.00	Completed Classroom Information Form by second week and Schafer Ratings of children (during 7th week)
	$10.00	Teacher Information Form (during April)

STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA 94025
(415) 326-6200

Date: August 20,1971

To: Level I Head Start Directors

From: Tor Meeland

Subject: Fall '71 Data Collection for HS Planned Variation, Level I Sites

I wish to confirm the information Becky Simons conveyed to you by phone.

A. The data collection activities for the Level I Sites in the HS Planned Variation Evaluation for 1971-72 include the following:

Fall '71 Classroom Information Form. This form provides a summary of family and background information on each child in the class. The items of information needed are similar to the ones used last year, but a few items have been deleted to shorten the form.

Ratings of the Children by the Teachers (Schaefer Behavior Inventory) This rating form of 16 items is to be completed by the PV teacher for each child in her class. It should be done during the seventh week of class; this allows time for the teacher to become familiar with each child.

Teacher Information Form. This form is similar, but shorter than the Teacher Questionnaire used last year. It is to be completed in the early spring.

B. The Payment of Stipends to the Teachers.

A stipend of $20.00 will be paid each PV teacher for completing the Classroom Information Form (by the end of the second week of class) and the Schaefer Behavior Inventory (in the 7th week)

A stipend of $10.00 will be paid each PV teacher for completing the Teacher Information Form in the early spring of '72.

A stipend of $20.00 will be paid each PV teacher for completing those items in the Classroom Information Form that can not be done until a week or two before the end of classes next spring (data for new children, days absent, etc.) and again completing the Schaefer Behavior Inventory.

C. Payment of Stipend (thru the Sponsoring Agency) for support of data collection by the HS Director's Office.

In consideration of the coordination effort and support that the HS Director and office must give for the accurate and timely completion of the above described activities, a stipend amounting to $30.00 for each PV class will be paid to the CAA or appropriately named sponsoring agency. It is envisioned that this stipend, (for example $180.00

for 6 PV classes) could be used to compensate for increased work loads, or the use of additional support personnel or the purchase of materials and equipment for the program.

The full stipend would be paid upon receipt of the completed CIF's and Schaefer forms this fall.

D. Enclosed are sufficent copies of the Classroom Information Form and instruction sheets for each PV class in your community.

It may be useful to distribute the CIF's to the teachers prior to registration in order to expedite the completion of the forms.

At the end of the second week of class, please return the completed CIF's to me in the envelope provided. Be sure to send the package REGISTERED MAIL; the cost of the mailing will be reimbursed along with the $30.00 per class stipend.

E. In order to maintain our standard procedures for the administration of the Schaefer Behavior Inventory, the forms will be sent to you during the last week of September or the fifth week of class--which ever occurs later. Please return these Schaefer Behavior Inventory Forms to me by REGISTERED MAIL; again, the cost of mailing will be reimbursed.

F. Thank you in advance for your efforts. I am particularly pleased that the class stipend, as modest as it is, can be provided you for your own use. If you have any questions, please call collect to Becky Simon or myself at (415) 326-6200.

Tor Meeland, Ph.D.

Tor Meeland

Sr. Research Psychologist
Project Leader, Head Start
Planned Variation Evaluation

TM:vp

MEMO

TO: Site Coordinators
DATE: August 23, 1971
FROM: Tor Meeland
LOCATION:
SUBJECT: Restatement of items from the Site Coordinators' meeting at Menlo Park, August 2-6, 1971
CC: HS-303

The following comments are reminders of salient decisions and procedures that were covered at the Site Coordinators' meeting. They are shown here in capsule form to serve as a ready check list of important things to do.

INFORMATION FOR THE HEAD START DIRECTORS

1. Coordination with the Head Start Director and Teachers.

   It is very useful to provide each Head Start Director with a schedule showing dates that each class will be tested, including the names of the testers who will appear. This not only informs the Head Start Director of your plans but provides a vehicle for an alert to the teachers that testing is about to begin.

2. Test copies for the Head Start Director.

   At the Head Start Directors' meeting in Menlo Park at the end of July it was impossible to provide copies of every test since printing had not been completed. The missing items will be sent to the Head Start Directors directly from SRI.

3. SRI meetings with Head Start Directors and teachers, prior to pupil testing.

   Head Start Directors should be encouraged to have their teachers and other appropriate persons attend a session with the visiting SRI representative in your community just prior to the Fall testing. At this time the various questions which may be raised by the teachers can be responded to. However, the decision to hold this meeting is up to the Head Start Director.

4. Calendar of training sessions for the Head Start Planned Variation Evaluation.

The following training sessions will be conducted by SRI:

Head Start Directors' meeting July 28-29 at Menlo Park (completed)
Site Coordinators' meeting August 2-6 at Menlo Park (completed)
8-Block training session I, August 17-19 at Menlo Park (completed)
8-Block training session II, August 30-September 1 at Menlo Park
8-Block training session III, September 8-10 in Baltimore
Class Observer training session I, January 1972 at Menlo Park
Class Observer training session II, January in Atlanta
Class Observer training session III, (if necessary) early February in Atlanta.

The 8-Block Observer who will be trained by SRI personnel should be the same person who will participate in the Class Observations to be conducted during February 1972. The 8-Block Observer, having completed her session at SRI, will return to community and train the 8-Block Trainer. The 8-Block Trainer is the person who will give the instructions to the mother prior to the mother teaching her child the concepts contained in the 8-Block Sort Task. The training of the 8-Block Trainer by the 8-Block Observer will occur in the local community prior to the Fall testing.

5. Release and Scheduling Forms.

To simplify the Fall testing, the following release/scheduling forms are provided, to be used as needed:

a. Parent Release Form--giving permission for the child to participate in the Head Start Planned Variation Evaluation Testing. (Use only if necessary.)

b. Scheduling form letter for mothers participating in the 8-Block Sort Task.

c. Tester affidavit of confidentiality of test data.

Copies of b and c are included for your use. If Parent Release Forms are needed in your community, please tell me how many to send you.

HEAD START PLANNED VARIATION EVALUATION
PARENT RELEASE FORM

____
(date)

To: _______________________, Head Start Director

____
(Community)

I hereby give you permission for my child _________________ (name) to participate in the Head Start Planned Variation Evaluation Testing being conducted during the school year 1971-72. It is understood that any data collected on my child for this evaluation is confidential and will not be released by Stanford Research Institute (which is collecting the data for the Office of Child Development, Department of Health, Education and Welfare) without my permission.

_______________________, _______________
(signed) (date)

HEAD START PLANNED VARIATION EVALUATION

Date

Dear Mrs. ,

I have not been able to get in touch with you about taking part in the Head Start 8-Block Sort Task with your child , and to fill in a short Parent Information Form. You will be paid $5.00 cash for doing this and it should take about one to one and a half hours.

Please call me at (phone) and I can describe the activities to you and arrange a time more convenient for you. If possible, I would like you to come to:

Location	Day and Date	Time

Approved:

Head Start Director

Tester for
Stanford Research Institute
Head Start
Planned Variation Evaluation

HEAD START PLANNED VARIATION EVALUATION

TESTER AFFIDAVIT OF CONFIDENTIALITY OF DATA

I understand that the data collected for the Head Start Planned Variation Evaluation conducted by Stanford Research Institute is confidential in nature and I will not disseminate any portion of the test materials or data to any persons other than SRI without the express permission of the Head Start Director.

______________________________, __________
(signed) (date)

____
(community)

6. Testing Space.

Three weeks before the first day of pupil testing and following coordination with the Head Start Director you should attempt to identify the availability of testing space at each Head Start Center. Considering how many testers (Basic, Supplementary and 8-Block) that will be involved in your community, it is critical that sufficient testing facilities be available. If there is no room in which to test, please consider the use of trailers. The first preference is to get a VW Micro bus camper or similar vehicle made by Ford or Chevrolet, etc. which may be available from a local rental agency or car dealer. A second preference is to use a vehicle that belongs to yourself or one of the testers. If additional testing space is made by you, please contact Chuck McCarty at SRI before formal committments are made in order that details concerning the rental rate agreement and insurance coverages can be discussed.

The problem of testing space was raised with the Head Start Directors in the meeting at Menlo Park and a reminder note was sent to them for their support in locating adequate testing space.

Criteria for selecting testing space:

A. There must be adequate lighting, heat/cooling and ventilation.
B. Distracting noises and activities must be kept to a minimum.
C. Traffic patterns must be such that there is no disturbance by the movement of other persons thru the test area.
D. Finally, the critical issue is to make sure that the testing conditions provide the opportunity for the child to perform to his maximum.

7. Procedures for hiring of testers.

The responsibility for hiring all testers and observers rests on the Site Coordinator, but it is imperative that the Head Start Director be informed of each person who is identified as a potential tester; the Head Start Director's approval of this person is most important. During your early coordination meeting with the Head Start Director, you will probably receive some useful suggestions for tester personnel. Tester application forms (yellow) are enclosed in your Site Coordinator's Kit. Please send these to Janny Brust at SRI as soon as you have hired each tester; the forms are necessary to prepare the payment arrangements with each tester. The tester affidavit forms should also be returned to Janny Brust along with the application forms.

8. Rehiring of testers from Spring 1971.

It is most desirable to rehire testers that performed well last Spring. In a few instances we have identified testers whose material indicates that they are inadequate, incapable or short of desirable tester characteristics and should not be rehired this Fall. If this is the case, we will have contacted you personally no later than August 25, 1971.

9. Guidelines for conducting your tester training sessions.

Attached is a restatement of procedures for testers to follow in the implementation of the various tests (green pages). They are consistent with the guidance given in the Follow Through Evaluation program, but have been modified to suit the particular circumstances of the Planned Variation Evaluation.

10. Use of non English language in the test administration.

If it is necessary to use non-English in order to instruct the child in the task he is to perform, this is acceptable. However, the test items themselves must be given in English and the child's answers should be given in English. If the the child responds in Spanish, French, Portuguese, Indian, etc., he should be reminded to answer in English. If he does not, the item is to be scored and a note made in the Tester's Log of the foreign language response.

11. 8-Block Administration to mothers with two children.

If the random permutations applied to any given class results in the inclusion of two children from the same family in the 1/3 of the class which is to receive the 8-Block Sort, only the first of the two children identified is to be tested with his (or her) mother and a replacement should be made by using the next child in the list you prepared to show the order children are to be tested. Also make this change for children getting the Supplementary Battery.

12. Classes to be tested in the Fall 1971 testing program.

There are several considerations for the designation of which classes are to be tested in the community. Of primary importance is the need to include those teachers whose classes were tested last year. In those communities where there are more than four PV or Comparison classes to be tested, it is desirable to include those teachers who have had the longest time in the Sponsor's program.

In the event the teacher has left the community, the same classroom should be tested inasmuch as there is a fairly high probability that the aides would have been present last year and thus represent a degree of continuity. If there are six or fewer PV classes, test each class. In those communities with more than six PV classes, SRI will select the classes to be tested in coordination with the Head Start Director.

The CIF and Schaefer Behavior Inventory are to be given in all PV classes (including those PV classes that are not tested) and in all comparison classes that are tested. For example, in Chattanooga there are 6 PV and 4 comparison classes to be tested, but the CIF and Schaefer will be given in all 10 PV classes plus the 4 comparison classes.

13. Order of tests in the Basic and Supplementary Batteries.

The tests in the Basic Battery should be given in the following order:

a. Peabody Picture Vocabulary Test
b. Wide-Range Achievement Test
c. Pre-School Inventory

The Brown Self-Concept test is given separately and although it is part of the Basic Battery it does not come in the Basic Battery sequence, necessarily. The Supplementary Battery is to be given in the following order:

a. Enumeration
b. Illinois Test of Psycholinguistic Ability (ITPA)
c. Motor Inhibition Test

The 8-Block Sort, although part of the test battery, is considered a separate event for purposes of administration and is given according to the availability of mothers. If a mother/child appointment is missed, try for one (1) make-up session; if this fails use next child in your order of testing and try to coordinate with the Supplementary Battery Tester.

14. Random Permutations for classes of more than 30 children.

If any of your classes have more than 30 children, call me for the random permutation blocks that you will need.

15. Tester responsibilities.

The testers must make use of the Tester's Log to note any variations in test administration, record their judgements as to the adequacies of the testing conditions, and in these cases to make an appraisal as to whether or not any particular test or subtest should not be included in our data processing. These records are critical to the successful completion of the Planned Variation Evaluation. The Tester's Log requires that the tester be extremely self-critical and this in itself presents a problem because no tester wishes to admit errors in his test administration, and yet it is quite unlikely that any tester can administer a test to 45 children without some variations occuring. Please impress on the testers that no penalties can or will be imposed on them because of entries made in the test log; in fact, a blank test log is a fairly good indication that the tester has not been critical of the tests that he has administered. Please admonish all of your testers to be very conscientious in their appraisal of the potential usefulness of the data they have collected. If known errors are included in the data processing then the value of some of the Head Start Planned Variation Evaluation is weakened.
If there are no problems in the testing, do not make entries in the Tester's Log.

16. Tests given by Site Coordinators.

As a basic policy, the Site Coordinators are not to administer any test in order that they can give all their attention to the management and supervision and coordination of the myriad details of the testing that must be implemented. However, in certain circumstances, such as when a tester becomes ill during the day and the Site Coordinator is present, it may be more convenient (and easier for the child involved) for the Site Coordinator to complete the test already started. Toward the end of the three week testing session it may prove to be more economical for the Site Coordinator to put in one or maybe two days of testing in order to complete the tests on schedule rather than to take the time to train a replacement tester for the one who has taken ill or is unavailable due to some other emergency.

17. Spanish Version of the Parent Information Form.

We have examined the PIF of last spring and were surprised to see that only 2 parents made use of the Spanish Version. Since it is simply not economical to provide a different version for so few mothers, no Spanish Version of the PIF is included in your test kits.

If you do run into a mother who reads only Spanish, please have the 8-Block trainer read the PIF to this mother and note this on the "Record of Children Tested." In addition, this fact should be noted in the Tester's Log.

18. Pay Rates for Testers.

A new schedule of pay rates for testers, and the reasons for changes, has been mailed to you. If you have not received this memo of August 18, 1971, please call Klara Evans.

19. Shipping schedule and procedures.

All test materials, including test kits for the testers you will employ, plus a Site Coordinator's Kit which will include special materials and spare forms if needed, should arrive three weeks prior to the beginning of your first test. However, because of the printing schedules and other restrictions, those communities which will initiate testing September 8 will not receive their test kits until August 25 or 26.

At the time the test kits and Site Coordinators kits are shipped (air freight) from SRI consigned to the Site Coordinator at the address you provided us at the meeting at Menlo Park, an alert notice will be mailed to you indicating the date on which the shipment was made and a reminder that if receipt of the shipment has not been effected by a certain date, you are to call SRI. This will give us sufficient time to instigate the necessary tracking of the shipment and, in the event it has been lost, a replacement can be shipped. The packing lists will also be included in this alert letter to enable you to check the contents of the kits.

Return shipment of test materials upon completion of the testing.

Three weeks from the date of the first test, all materials including completed tests, unused forms and test materials are to be repacked in the test kits and returned to SRI, collect, via air freight according to the instructions packed in the Site Coordinator's test kit. Please remember there are two items you do not repack: the Class Information Forms which will have been returned to SRI, registered, at the end of the first week of testing and second, the Schaefer Ratings which the teachers will complete for each of their children during the seventh week and which you should mail to SRI, registered, at the end of the seventh week.

Remember to put the mailing charges on your invoices, and also to mail to SRI a note that alerts us that you have (on a specific date) shipped the test kits back to Menlo Park. If we have not received the test kits by Air Freight within 7 days of your shipping date, we can call you in order to institute a search and retrieval procedure of the test kits.

INFORMATION ABOUT FOLLOW THROUGH TESTING

20. For your information, attached (blue page) is a listing of Follow Through Field Supervisors from SRI's Follow Through Evaluation Porject, and the name of the Follow Through Director. Follow Through testing is scheduled for a two week period beginning in the third week of class. School schedules do not necessarily correspond to Head Start schedules.

    We have tried to keep the Follow Through project informed about the details of the Head Start Planned Variation testing in order to keep any local inconveniences to a minimum. Since the Planned Variation program provides an additional year of data on children who progress into Follow Through, it is most important to us at SRI that a close integration of Head Start and Follow Through Evaluation plans and procedures be maintained. As you will recall from the Site Coordinator meeting at Menlo Park, the selection of tests and the data collection procedures are intimately tied to the Follow Through project. If you run into any conflicts or questions about this integration with Follow Through, please call me.

ADMINISTRATIVE MATTERS

21. Information about SRI for your testers.

    Enclosed are extra copies of the SRI brochure describing the programs at the Institute. Please give them to your testers if you think it would help them understand the roles and scope of SRI in the world of research and service.

22. SRI contacts for field difficulties.

    The best responses to your problems can be made if you call the following people concerning:

    Material and Test Shortage---Cindy Souza/Mike Duffy--ext. 2407
    Invoices and related pay problems--Janny Brust/Vicki Pear ext. 3038
    Basic battery and supplementary battery tests--Jane Stallings/Klara Evans/Jean Lotridge--ext. 3564, 2517, 2613
    Class Information forms--Romaine Mason--ext. 4840
    Rental of test space--Chuck McCarty--ext. 4484
    Head Start Policy Issues--Tor Meeland--ext. 2682

23. Payment of Stipend to Teachers.

When the completed Classroom Information Forms have been received (after the first week of testing) and the completed Schaefer Behavior Inventory have been received (after the 7th week of class), stipends of $20.00 will be mailed to each teacher.

It is necessary for you to complete the Stipend/Honorarium Record for Teachers (included in your Site Coordinator's Test Kit) and submit these forms before the teachers can receive payment.

24. Cash for 8-Block Mother's Honorarium

Prior to testing, you will receive a check for $5.00 x the number of mothers to be tested on the 8-Block. The 8-Block Observer or Tester should pay the $5.00 Honorarium to each mother who complets the 8-Block Sort and Parent Information Form. Be sure that each mother signs the receipt form upon receiving the Honorarium and be sure these Honorarium Receipt Forms are returned promptly to SRI.

25. Summary of Critical Dates.

Attached is a check list of events for Fall 1971. It summarizes the events and things you should do beginning three weeks prior to the start of testing through the point when the Schaefer Behavior Inventories are returned.

I hope this calendar of events is helpful to you and serves as a useful reminder of things to do.

P.S. Here is your copy of the Site Coordinator photo made at the August meeting. It's an impressive group! All of us on the project look forward to seeing you again at the start of your testing. According to the schedule Klara Evans has laid out (and probably liable to change) we will each call ahead to give you warning of our comings (and goings). The purpose of these visits is to give assistance as needed; it also provides an excellent means to coordinate last minute changes in procedures.

GUIDELINES FOR TESTER TRAINING

I. Conditions that must prevail for test administration

A. The test environment will include suitable furniture (including at least two chairs and a table or desk top for work surface), adequate lighting, and reasonable freedom from noise, interruptions, and other distracting features. It may be possible for two or more testers to administer tests in the same room at the same time, provided they can be adequately separated within the room so as not to distract each other. Rooms such as libraries or lunch rooms where individuals not associated with the testing may be passing through or stopping for other activities are not acceptable.

B. All test arrangements must be completed in advance, so that local school personnel, including the Head Start Director and classroom teacher, can be adequately prepared for the SRI testing.

C. Each child must be sufficiently prepared to cooperate with the tester before he is tested. Any child who is ill, distraught, upset, or unmotivated to the extent that data from that child are misleading should not be tested at that time. Return to the child at a later time in the test cycle if the limiting conditions can be removed. Note the condition in the Tester's Log.

II. Conditions that invalidate data collection

A. Lack of proper test material
B. Inadequately trained testers.
C. Inadequate or distracting environment, which includes lack of adequate furniture, poor light, noise level so high as to be distracting, and interruptions.
D. Condition of the testee--poorly motivated, distracted, or ill.

III. General Procedures for Testers

1. The tester will adhere to prescribed testing procedures.
2. The tester will maintain impartial attitudes, providing no extra hints or no additonal coaxing and will guard against providing unconscious cues such as facial or hand expressions that may suggest the correct answer to the child.
3. The tester will be skillful at establishing rapport with the children, which includes being proficient at engaging the child in friendly conversation before and after each test administration. The tester will also recognize signs of lack of rapport, which may be exhibited in the child's behavior as inattention, giving up, or fault finding.
4. The tester will know all conditions outlined in I above and will administer the tests only when these conditions prevail.
5. The tester will know all conditions outlined in II above and will not administer the tests under conditions that will invalidate the data.

6. The tester will be cognizant of the attitude of the child, with particular emphasis on his motivation for the test experience, and will not test at times when the child is anticipating some special privilege, such as lunch, playground, or free time.
7. The tester will give directions simply and clearly, repeating the directions as stated if needed, except when the instructions specifically state that the directions may not be repeated.
8. Under no circumstances will the tester indicate even the slightest degree of dissatisfaction with the child's response.
9. The tester will not attempt to judge the child when speaking with adults who are part of the local Head Start program. The tester will not discuss the child's performance with other testers within hearing range of the child or adults from the local community. The tester will not attempt to diagnose or agree or disagree with a diagnosis provided by the teachers. The instruments and the training of the staff are not adequate, nor were they intended, to meet these requirements.

FOLLOW THROUGH PERSONNEL

Head Start Communities
1971-72

SPONSOR	CODE	COMMUNITY	Test Level	SRI Field Supervisor	Follow Through Director
Nimnicht	02.02	Buffalo	I	Frederick Sykes	Miss Patrick Sheffer
	02.04	Duluth	III	Phil Giesen	Mr. Terry Churchill
	02.09	Salt Lake	III	*	Mrs. Rosella Dickson
	02.13	Tacoma	III	Elouise Banks	Mr. James Robertson
Tucson	03.08	LaFayette	III	Alix McClary	Mrs. Bernice Coffeld
	03.09	Lakewood	III	Al Luneman	Mrs. Beatrice Abrams
	03.16	Lincoln	III	Jay Cross	Dr. Jim Sanders +
	03.	Des Moines(FT)	III	Yolanda Jenkins	Mr. Thomas Stokes
Bank Street	05.01	Boulder	I		Mrs. Elizabeth Treadwell
	05.10	Tuskegee	III	Yolanda Jenkins	Mrs. Inez Pitts
	05.11	Wilmington	III		Mr. Willis McLeod
	05.12	Elmira	III	AlixxMcClary	Mr. Harold Hutchings
Becker & Engle-mann	07.11	Tupelo	III	*	Mrs. Juliet Borden
	07.14	E. LasVegas, NM	III	David Beers	Mrs. Margaret Aragon
	"	W. LasVegas, NM	III	David Beers	Mrs. Margaret Aragon
	07.	Providence(FT)	III		Mr. Joseph Santoro
Bushell	08.02	Oraibi	I		Miss Margaret Taylor
	08.04	Portageville	III	Jay Cross	Mr. Blaine Martin
	08.08	Mounds, Ill.	III		Mr. Leon Shumaker
Weikart	09.02	Ft. Walton Bch	III	Ed Jackson	Mrs. Mary Hancock
	09.04	Central Ozarks	III		Mr. Don Dunn
	09.06	Greeley	III	Bob Campana	Mr. Michael Rosales
	09.10	Seattle	I	Elouise Banks	Mr. Charles Wallgren
Gordon	10.01	Jacksonville	I		Mrs. Alvenia Scriven
	10.02	Jonesboro	III		Mrs. Nettie Whitehead
	10.07	Chattanooga	III	Alix McClary	Mr. E. Gene Horton
	10.10	Houston	III	*	Mrs. Jerlean Webster
EDC	11.05	Washington	I	Ed Jackson	Mr. Bruce Sands
	11.06	Paterson	III	Allen Bridges	Miss Ora Pipkin
	11.08	Johnston Co.	III		Mr. Bruce Sloan
Pitts-burgh	12.03	Lock Haven	III	Al Luneman	Mrs. Mary Ellen McGowan
	12.04	Montevideo	III	Phil Giesen	Mr. Lloyd Olsen
REC	20.01	Kansas City	III	Eli Mason	Miss M. Morris, Mrs. B. Alsbrook
N.Y.U.	26.01	St. Thomas, VI	I		
Enablers	27.04	Billings	III		
	27.05	Colorado Sp	III		
	27.03	Bellows Falls	III	David Beers	Miss Alice Miller
	27.02	Newburgh	III		
	27.01	Puerto Rico	I		Mrs. Alba Hernandez de Colon
Cp		Huntsville, Ala	III		
Cp		SanFrancisco	III		

* To be assigned to new field staff
+ Coordinator of testing

SITE COORDINATOR'S CHECK-LIST OF EVENTS, HEAD START PLANNED VARIATION, FALL 1971

	Week of Class		
	-2	• Initial coordination with Head Start Director • Hire Testers • Recieve Test Kits from SRI	
Complete CIF	-1	• Identification of classes to be tested - SRI to provide names; coordinate with HS Director • Train testers • Select test space • Get class rosters, if possible	
Classes Start →	1	• Schedule testers • Begin scheduling Mothers (8-Block) • Determine order of testing for children • Final check-out of testers	SRI Field Supervisor on hand to help
Pupil Testing Period	2	• Return Classroom Information Forms -use REGISTERED mail-	
	3		
	4		
	5	• Ship all tests and materials to SRI, except Schaefer -use Air Freight- Also: Send SRI an alert that you have shipped the test kits (give number of kits)	
Note: Check Testers' INVOICES each week. & MAIL TO SRI	6		
	7	Schaefer Behavior Inventory Completed this week	
	8	• Return all completed Schaefer forms -use REGISTERED mail- AND include completed Stipend/HonorariumRecords	

MEMO

TO: Site Coordinators

FROM: Cindy Souza

SUBJECT: Shipping materials

DATE: August 24, 1971

LOCATION:

CC:

Ref: HS 296

On ______________ 1971 _____ test kits were mailed to you. The kit numbers are _____, _____, _____.

If you have not received these kits by ______________, please contact me or Mike Duffy at (415) 326-6200 ext. 2407.

On ______________ 1971 all the materials for the Polaroid cameras were sent to you. This should include 1 camera, 1 wink flash unit, 1 carrying case, 1 pack of black and white film and sufficient color film and flash bulbs to take all the pictures for the Brown Self Concept Referents Test.

You will find all the packing lists enclosed to enable you to check the contents of your test kit.

SRI
STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA 94025
(415) 326-6200

To: Head Start Planned Variation Sponsors
Enabler Model Consultants
Head Start Assistant Regional Directors
OCD Planned Variation Consultants
OCD Planned Variation Review Panel HS-306A

Subject: Fall 1971 Evaluation Plans Date: August 27, 1971

Starting in June 1971 the role of SRI is limited to the implementation of data collection activities necessary for the PV Evaluation. The analyses and reports (for 1970-71 and 1971-72) are the responsibility of Huron Institute, Cambridge, Massachusetts, under a grant from OCD. The test battery, data collection procedures, locations of testing and numbers of classes to test are specified by OCD (and Huron).

Fall Testing

The pupil test battery is shown in Figure 1.

The Testing/Data collection periods are shown in Figure 2.

The locations of the testing sites are shown in Figure 3. Level I sites complete only:

1. Classroom Information Form
5. Teacher Ratings of Children
7. Teacher Information Form

The Level III Sites complete all activities. Des Moines and Providence do not have PV, but do participate in Follow Through; they are included to enhance the longitudinal evaluation of Head Start/Follow Through. Huntsville and San Francisco are two areas where control children will be tested, i.e. Head Start eligible, but not participating in Head Start.

The number of classes to be tested in each site is shown in Figure 3. (The = sign is read "equivalent to this many classes of 17 children.")

The date of testing is shown in Figure 4.

The names of the Site Coordinators is shown in Figure 5.

The estimated number of testers per site is shown in Figure 6.

August 27, 1971

Recent Events

On July 28-29 a meeting with all Level III Head Start Directors was held at SRI. It covered all the details of the 1971-72 data collection activities. Enclosed is a copy of the follow up memo (August 13, 1971) sent to these attendees.

On August 2-6 a coordination and training session was held at SRI for all the Site Coordinators from the Level III sites. Enclosed are follow up memos sent to the Site Coordinators (August 18, 1971 and August 23, 1971).

Coordination with Level I Head Start Directors was initiated by telephone and followed up by the memo of August 20, 1971 (enclosed).

Please note that in the various tables and memos there are changes in the numbers at various sites. Please refer to the dates of these tables to be sure you are using the latest figures.

Cordially,

Tor Meeland

Tor Meeland, Ph.D.
Senior Research Psychologist
Project Leader
Head Start Planned Variation Evaluation

TM:kb

Figure 1

PUPIL TEST BATTERY
HEAD START PLANNED VARIATION EVALUATION, 1971-72

FALL 1971	SPRING 1972
Basic Battery	**Basic Battery***
Peabody Picture Vocabulary Test (PPVT)	PPVT
Wide Range Achievement Test (WRAT) - Letters & Numbers -	WRAT - Total test
	Brown Self Concept
Pre-school Inventory (PSI) - with Hertzig-Birch Scoring -	PSI with HB scoring
Brown Self Concept	
	Enumeration
Supplemental Battery (1/3 of each class)	**Supplemental Battery (1/3 of each class)**
Enumeration	ITPA
Illinois Test of Psycholinguistic Ability (ITPA)	Sigel
Motor Inhibition Test - Maccoby Truck Pull Only	Motor Inhibition
	Gumpgookies
8-Block Sort, Mother-Child Interaction	**8-Block Sort** - 1/3 of each class
(Parent Information Form given to these mothers) - 1/3 of each class	

*To be split into:
Basic Battery A and
Basic Battery B.

Figure 2

TESTING/DATA COLLECTION PERIODS FOR HEAD START PLANNED VARIATION EVALUATION, 1971-72

	1971-72									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Class Information Form	X-----	X							X	
2. Pupil Testing*										
Basic Battery A	X-----	X							X	
Basic Battery B									X	
Supplemental Battery	X-----	X							X	
3. 8-Block Sort*	X-----	X							X	
4. Parent Information Form*	X----- (short form)	X					X (long form)			
5. Teacher ratings of children†		X---- (in 7th week)	X							
6. Class Observation						X	X			
7. Teacher Information Form								X		
8. Head Start Director's Ratings of Teachers	X-----	X			X				X	
9. Sponsor's Ratings of Teachers	X-----	X			X				X	
10. Sponsor Implementation Report			X					X		

*Start in second week of class; completed in three weeks

†Schaefer Behavior Inventory

Figure 4

DATE ______________ START DATES FOR FALL '72 TEST

WORKSHEET
8/27/71
Head Start Communities
1971-72

T = TESTING STARTS
● = FIRST DAY OF CLASS
O = YEAR ROUND CLASSES

LABOR DAY

SPONSOR	CODE	COMMUNITY	Test Level	Tested Classes PV	Tested Classes Cp	AUG. 30 3	SEPTEMBER 6 10	13 17	20 24	27 1	OCTOBER 4 8	11 15	18 22	25
Nimnicht	02.02	Buffalo	I											
	02.04	Duluth	III	6					●	T				
	02.09	Salt Lake	III	6						●		T		
	02.13	Tacoma	III	6		●		T						
Tucson	03.08	LaFayette	III	6		●	T							
	03.09	Lakewood	III	6							●	T		
	03.16	Lincoln	III	6		●	T							
	03.	Des Moines(FT)	III		6		●	T						
Bank Street	05.01	Boulder	I											
	05.10	Tuskegee	III	6						●		T		
	05.11	Wilmington	III	6				●	T					
	05.12	Elmira	III	6	3	O					T			
Becker & Engle-mann	07.11	Tupelo	III	4	4	●		T						
	07.14	E. LasVegas, NM	III	5					●	T				
		W. LasVegas, NM	III		4	●	T							
	07.	Providence(FT)	III		6				●		T			
Bushell	08.02	Oraibi	I											
	08.04	Portageville	III	4	4						●	T		
	08.08	Mounds, Ill.	III	5	2	●		T						
Weikart	09.02	Ft. Walton Bch	III	5				T						
	09.04	Central Ozarks	III	6		●	T							
	09.06	Greeley	III	4	3		●	T						
	09.10	Seattle	I											
Gordon	10.01	Jacksonville	I											
	10.02	Jonesboro	III	3	3	●	T							
	10.07	Chattanooga	III	6	4			● – –	– – –	T				
	10.10	Houston	III	5	4	O	T							
EDC	11.05	Washington	I											
	11.06	Paterson	III	4	=2				●	T				
	11.08	Johnston Co.	III	6	4				●	T				
Pitts-burgh	12.03	Lock Haven	III	6		●	T							
	12.04	Montevideo	III	3			●	T						
REC	20.01	Kansas City	III	6	3	●			T					
N.Y.U.	26.01	St. Thomas, VI	I											
Enablers	27.04	Billings	III	5				●	T					
or	27.05	Colorado Sp	III	6		●	T							
	27.03	Bellows Falls	III	6				●	T					
	27.02	Newburgh	III	6			●→		T					
	27.01	Puerto Rico	I											
	27.06	San Jose	I	6										
Cp		Huntsville, Ala	III		=10									T
Cp		SanFrancisco	III		=12									T

NOTE: TESTING PERIOD IS 3 WEEKS LONG.

TEACHER RATINGS (SCHAEFER) GIVEN IN 7th WEEK OF CL

— EARLIEST WEEK IS OCTOBER 18-22.

UNIV. OF MD. CHILD STUDY SITES SHOWN BY O IN CITY CODE.

DATE ______________________ Figure 5 ______________________

WORKSHEET g
8/26/71
Head Start Communities
1971-72

SPONSOR	CODE	COMMUNITY	Test Level	Tested Classes PV	Tested Classes Cp	SITE COORDINATORS	HEAD START DIRECTORS
Nimnicht	02.02	Buffalo	I				Harriet Gaglione
	02.04	Duluth	III	6		Kathleen Kelly*	Terry Churchill
	02.09	Salt Lake	III	6		Mary Jo Kleinschmidt*	Nancy Abrahams
	02.13	Tacoma	III	6		Ramona Wolfe	James Robertson
Tucson	03.08	LaFayette	III	6		Catherine Lloyd*	Bernice Colfield
	03.09	Lakewood	III	6		Teesue Fields*	Mary Jane Hassard
	03.16	Lincoln	III	6		Robert Buckner	Shirlie Hutcherson
	03.	Des Moines(FT)	III		8	Shirley Schexnayder*	Harriette Bruce*
Bank Street	05.01	Boulder	I				Ruth Rodriguez
	05.10	Tuskegee	III	6		May Harper*	Jeanetta Branch
	05.11	Wilmington	III	6		Judy Barnett	Willis McLeod
	05.12	Elmira	III	6		Evelyn Ludvig	Ellen Wohl
Becker & Engle-mann	07.11	Tupelo	III	4	4	Dabney Ledyard	Christine Wallace
	07.14	E. LasVegas, NM	III	5		Dorothy Nolley*	Albert Rodriguez
	"	W. LasVegas, NM	III		4	Emeritus Ansley*	Tony Marquez
	07.	Providence(FT)	III		8	Phyllis J. Robinson*	Sr. Barbara McMichaels
Bushell	08.02	Oraibi	I				Peggy Taylor
	08.04	Portageville	III	4	4	Dulcie Combs	Mike Cooper
	08.08	Mounds, Ill.	III	5	2	Mildred Nottrott*	Ethel Hartman
Weikart	09.02	Ft. Walton Bch	III	5		Katherine Preecs	Sharon Ryan
	09.04	Central Ozarks	III	6		Ora Tallent	Vivian Holmes
	09.06	Greeley	III	4	4	Joe Good*	Dennis Frydendall
	09.10	Seattle	I				Daisy Dawson
Gordon	10.01	Jacksonville	I				Joan Spearman
	10.02	Jonesboro	III	3	3	Beverly Richards*	Dorothy Book
	10.07	Chattanooga	III	6	4	Jeanne Abbott	Freda Malone
	10.10	Houston	III	5	4	Emma Jean Jones*	A. B. Leonard
EDC	11.05	Washington	I				Wm. M. Michaels
	11.06	Paterson	III	4	=2	William Shipp	Cecile Dickey
	11.08	Johnston Co.	III	6	4	Norma Lynn*	Franklin Matthews
Pitts-burgh	12.03	Lock Haven	III	6		Margaret Schwartz	Eleanor Zimmerman
	12.04	Montevideo	III	3		Carol Greseth*	Luella Ninneman
REC	20.01	Kansas City	III	6	5	Carol Wyngarden*	Norma Busch
N.Y.U.	26.01	St. Thomas, VI	I				Anne McWilliams
Enablers	27.04	Billings	III	6		Pauline Pollock*	Fletcher Harvey
	27.05	Colorado Sp	III	6		Carolina Shank*	Louise Smith
	27.03	Bellows Falls	III	6		James H. Mack*	Joyce Strom
	27.02	Newburgh	III	6		Phillip Carlin*	Vivian Backofen
	27.01	Puerto Rico	I				Maria Flores
	27.06	San Jose	I	6			Winona Sample
Cp		Huntsville, Ala	III		=10	Marjorie Smith*	
Cp		SanFrancisco	III		=12		

*New for 1971-72

6. Parent Questionnaire

During the period the mother is at the center for the 8-Block Sort task, she will be asked to complete a questionnaire to be administered by the 8-Block trainer (see below). A Spanish version will be supplied for those mothers who feel more comfortable reading Spanish. The 8-Block trainer is only an administrator of the questionnaire but in the event the mother is unable to read, the 8-Block trainer must present the questionnaire orally. The trainer should show tact at this point so a mother who is illiterate does not feel dehumanized. Please suggest to the trainer a style and procedure to overcome the awkwardness that can result if a mother cannot read. For instance, the trainer can start reading each questionnaire for each mother and give up this task if the mother volunteers to read by herself. Remember that we sincerely wish the mother's responses to be confidential to SRI (except if the trainer reads the questionnaire) and we have provided envelopes for the mother to insert her completed form so that the trainer is not party to the responses. However, it is important that the trainer, by asking the mother, be assured that every item has been answered.

In the event the mother does not understand a question, it is preferable for the trainer not to explain the item and for the mother to write "don't understand." It is permissible for the trainer to explain the meaning of words, however.

7. Binet Testing

The Binets with Hertzig-Birch scoring are scheduled for administration this spring to the children who received them last fall. The refreshing of old testers and preparation of new ones is being coordinated by Phil Baker, extension 3269.

A check list of procedures and testing steps is included with the test forms in the Site Coordinators test kit.

For the amount of money we pay the Binet testers, it is reasonable to expect them to complete the forms as specified. Also, 30-45 minutes is a reasonable time for testing one child; longer if rapport problems are present; certainly not 10-20 minutes. Please watch the Binet testers carefully in the beginning to be sure that the testing conditions are good.

8. Testing Space

Space for testing will be a critical item in Level III sites since one or more Auxiliary Battery testers, Binet testers and the 8-Block Task require separate rooms or spaces. Where test space is short, you should consider doing the testing in different classes simultaneously, i.e., ABT in one (or 2 classes) Binets in a second and 8-Block in a third. Scheduling then becomes a bit tricky, but with care, it could work.

MEMO

TO: Site Coordinators/Testers

FROM: Phil Baker

SUBJECT: GENERAL INSTRUCTIONS for Fall Head Start Testing

DATE: Sept. 1, 1971

LOCATION:

CC:

Memos from Tor about several administrative details have already been sent to you. This memo serves to tie up some loose sends regarding testing procedures.

1. Who to test. All children who have been enrolled at least 5 days in the classes tested are to be tested. Children who have not been enrolled 5 days in the classes tested are not to be tested.

2. The Record of Children Tested (RCT) must contain the names of all children who were and should have been tested. If a child was scheduled for testing, but wasn't tested, his name must appear in the RCT along with a note explaining why he wasn't tested (i.e., illness, moved away).

3. If a child in the Supplementary Battery sample is not tested for some reason, note why he wasn't tested, and then select another child for Supplementary Battery Testing. Use the Sheet of Random Permutations for this selection.

   Remember that these children also get the 8-Block Sort Task. Be sure to coordinate any changes with the 8-Block Trainer so that we wind up with the same children for the Supplementary Battery and the 8-Block Sort when at all possible.

4. When you or your testers practice giving tests, do not use any of the children you will be testing or we'll take away your tow truck. Actually, this is a serious matter. Don't do it!

5. When giving tests, the table where the Tester and child sit must be kept clear of materials except when they are being used. A chair or small stand beside the Tester can be used to hold necessary materials. It is very important that these things be kept out of sight when they are not being used.

6. Testers are to use the pencils furnished in the kits. The children use the big pencils that Bill Cosby says they can lay on their shoulder when they are using them.

7. There are 3 special codes to be used in scoring:

   NR - when the child makes no response whatsoever.
   R - when you repeat a question.
   Q - when you use a probe.

   These codes go on the score sheets along with the answers.

8. There has been some question about the difference between irrelevant and vague responses. An irrelevant response is one which you understand, but has nothing to do with the required task. A vague response is one whose meaning or intent is unclear. When probing is permissible, a vague response is probed for the exact meaning. An irrelevant response is not probed.

9. On stopping a test. If a child has refused to respond to 4 items in a row, discontinue the test. There are other situations where the test may be discontinued; these are a matter of judgment. If a test is discontinued, the condition resulting in the discontinuation must be recorded on the log sheet (on the envelope for that child).

10. Peabody Picture Vocabulary Test (PPVT). Check the picture book for double-image or bleed-through. Do not use books that contain bad plates. Call Mike Duffy collect at (415) 326-6200, ext. 2407.

    The number of the picture the child points to is written in the response blank on the PPVT score sheet. Be sure to cross out the figures beside items that are missed. Stop testing when 6 out of 8 consecutive items are missed.

11. WRAT. Do not give the ORAL arithmetic on page HS-8.

12. PSI. Use the Hertzig-Birch scoring on this test. Code only the last response the child makes to each item. Put all Qs, Rs, and NRs in the "Comments" column.

13. Enumeration. On the middle section, no instructions are given to the child after item 6-B. He just turns the pages and points. If you have to prompt the child, be sure to enter it in the "Comments" section.

14. ITPA. Put the test objects in a bag or box so the child cannot see them. The objects are presented to the child one-at-a-time.

15. MI. See enclosed instructions on use of stopwatch.

16. Brown Self-Concept. Always look at the picture and point to the child in the picture when giving each item.

17. Call me (x. 3269) if you have questions.

MEMO

TO: Head Start Traveling Staff

DATE: 9/2/71

FROM: Tor TM

LOCATION:

SUBJECT: Some Questions Which May Be Raised In Your Meetings with Community Persons

CC:

Ref: HS-310

Here is a quick restatement of the major facts concerning questions which may be raised in the communities you visit in the course of supervising the fall testing. I have tried to cover the points discussed in the earlier project meeting.

1. Feedback of data to the community - Reports on the child testing will become available through OCD. For example, the results of the 1969-70 examination of the test data which was presented to OCD by SRI has been reproduced by OCD and distributed to quite a large mailing list, including the ARDs. A nontechnical version of the first year report has been published by OCD and distributed widely. The Head Start Director has probably received a copy by now.

2. Data requests for particular children - Any requests for test scores on particular children must be made to OCD.

3. Why are these particular tests given - The present test battery has emerged from several years of work in Follow Through and Head Start evaluations. In particular, the last six months have witnessed a set of intensive meetings at OCD and at SRI with Follow Through, the Head Start sponsors' representatives, OCD consultants, Educational Testing Service, and other experts in early childhood education in attendance. Since the various models have slightly different objectives and routes by which they achieve these objectives, no small set of tests can adequately assess the impact of this wide array of programs. However, contained within the present test battery there are measures that are responsive to the various models, and although all tests do not respond to the main thrusts of each sponsor, they do represent important areas of child development which are essential to assess in order to see the supplementary or subsidiary affects that accrue from the application of the various PV programs.

Note: The rationale for the tests is stated briefly in Jane's summary which is in your packet.

4. Don't the tests take too much time - The Basic Battery requires 30 minutes, the Brown 10 minutes, and the Supplementary tests 20 minutes, plus 30 minutes for the 8-Block Sort resulting in a maximum testing time for a child of 1½ hours. This is not a particularly long investment of time for any particular child. However, we are aware that other tests are often given in the community, e.g., by the sponsors, the city programs, state requirements, and various graduate students who make use

of the children for the data collection purposes. Our experience to date has been that the children do not object to the tests, indeed they find them fun, but it is the adults and administrators like ourselves who feel that the test time seems excessive.

5. Test difficulty - In order to assess the development of children, it is necessary that tests be applicable for a period of at least a year. This means that the tests cannot be too easy in Head Start or else they would be inadequate at kindergarten or entering first grade. On the other hand, tests appropriate for the second and third grade children who are participating in Follow Through would be much too difficult for application to Head Start. As a result, the tests that are included in the present battery do contain items that are difficult for the children entering Head Start; they will typically do better at the end of the year and probably top out by the time they finish kindergarten. During the Follow Through evaluation these tests which have "a low ceiling" are replaced by tests of greater difficulty.

6. Are the test scores confidential - No individual test scores are available to the public. All summaries based on the analyses of the data use the classroom as the smallest unit. Our testers have agreed to treat these data as confidential and when they are returned to SRI they are immediately assigned code numbers to preserve the anonymity of the individuals.

7. Why was this site chosen for PV - In 1968 (with a few exceptions starting in 1967) Follow Through, not Head Start, offered a series of sponsored programs to communities around the country. Descriptions of the programs were made to the sponsoring agencies in these communities and the community was to select which program it wished to follow. There were some instances where because of local inertia or lack of organization the decision for following a particular program could have been made by one person (for instance, a superintendent of instruction) but these circumstances are the exception.

In 1969 OCD was able to provide the support to push these programs down to the preschool year (Head Start). In that year, eight of the larger and more established programs (in terms of logistical capability, primarily) were selected for the preliminary year of the PV evaluation. For each of eight sponsors two communities were selected where the program seemed to have been successfully implemented in Follow Through. In these communities, the choice was offered to either incorporate the program or not to incorporate the program into Head Start. In 1970 the number of communities was enlarged to 36. Again the only choice was whether or not a community was willing to implement Planned Variation in Head Start using the program already in effect in Follow Through. You see, it would make little sense to have one sponsored program in Head Start followed up by a different sponsor in Follow Through. Since the specific community in which Follow Through was first inaugurated is contiguous with the Head Start community, it seems reasonable to believe that the initial choice of sponsor represents the general preference of the community in question.

8. Why did the test level change in our community - This third year of the PV evaluation was always scheduled as a major effort and consequently there was an increase in the number of Level III test sites in order to gather as much data on each of the programs as was possible within the constraints of the budget available to OCD. This was also true last year and thus the shift in test level for a community is no reflection on the caliber or work being done in any location. The decisions that OCD faced were very difficult ones in order to achieve the optimum configuration of children of various characteristics within the budgetary restrictions.

9. What is the story on comparison classes - The intent in 1969 was to find classes in each community that had the same characteristics as the Planned Variation classes but were not in PV. These classes were to provide reference points for determining the effect of PV. In some communities it was impossible to find comparison classes because every child in Head Start was participating in Planned Variation and consequently it was necessary during the first (and also the second year) to employ "off-site" communities as comparison groups. Although these communities were many miles distant, they were to agree with the basic community in terms of age of the children, racial composition, and degree of previous Head Start experience. Upon close examination of the data from the first year, it became clear that the off-site comparison groups were not in fact good references for the evaluation; in addition, the FT testing was not done in these locations. A shift in the evaluation design was indicated for 1971-72.

Comparison classrooms are being tested which can be reassembled in any convenient way for the issue under consideration: according to ethnic make-up, socio-economic status, prior Head Start, and geographic location or urban-social characteristics. As a result of this shift in the analysis plans, which was a natural outcome of the previous experience, only 12 locations incorporate "comparison" classrooms. In order to increase the number of children of particular characteristics, two communities have been included (Providence and Des Moines) which do not have Planned Variation, but where the children in the comparison classes tested are expected to progress into schools where SRIs Follow Through project will be doing their testing in subsequent years. Such a plan increases the likelihood of achieving a longitudinal view of these children. If you have seen our tally sheets of the Planned Variation sponsors, you will have noticed that for a couple of them there are no comparison groups available for these particular sponsors. "Synthetic" groups can be assembled from the 56 comparison classes being tested elsewhere.

A second comparison or control group has been incorporated for this year's evaluation. It consists of children who were eligible for Head Start by virtue of their qualifying under OEO standards of poverty, but who for one or many reasons were unable to be included in Head Start classes. We are doing this control study in the San Francisco area and also in the Huntsville, Alabama, area. This control group will add considerable power to the analytic treatment of the data being gathered in the Planned Variation communities.

10. What are the other PV programs - We prefer not to be the "agent" for disseminating this information in the communities. Descriptions of the 8 programs in the first year PV evaluation are contained in the non-technical and technical reports. A fuller description of these programs and others included in Head Start PV and Follow Through has been published in book form by Eleanor Maccoby, professor of Early Childhood Education at Stanford University. The title of this book is Experiments in Primary Education - Aspects of Project Follow Through, published in 1970 by Harcourt Brace Jovanovich, Inc.

11. Why are only some classes given the pupil tests - A preference, of course, would be to test every child in Planned Variation, but budgetary restrictions are at work. An upper limit of six Planned Variation classes per community was established as a desirable minimum (consistent with budget resources) for the analytic design envisioned for 1971-72. In communities where there are more than six PV classes, certain priority rules were applied. For instance, it was desirable to use those teachers who had been tested last year and those who had the most experience in the Planned Variation program of the community. Also we had to bow to the need to include those classes that would most likely wind up in schools being tested in the SRI Follow Through evaluation in order to enhance the opportunity to examine the longitudinal effects of the programs.

12. Why are some children not tested in the tested classes - We attempt to test every child who has had at least one week of experience in the class. For those children who arrive too late to so qualify, we have instructed the Site Coordinators that at least one test be given to each of these "extra" children so that they will not feel left out of the classroom activity. We have suggested that the Brown be the test so administered.

13. Will PV programs be compared - Here the answer is both yes and no. No, to the extent that there is no intention to try to identify one program as being "better" than another. However, it is necessary to understand the specific kinds of gains that occur over particular periods of time for particular groups of children in particular locations with particular expertise of teachers. The limited comparison of this type that were done for the first year report have all been so coded that neither the sponsors nor the communities can be identified. The names of the various PV programs are less important than the processes they employ.

14. Will teachers be compared - Individual teachers will not be compared. Group data based on teachers of common background and perhaps age and education will be examined to determine if there are any differential affects in the way the children under their tutelage progress.

15. Will communities be compared - Communities per se will not be compared. The present analysis calls for the examination of sub groups of children depending upon the geographical location, ethnic composition, age, and rural/urban characteristics.

16. Will the teacher stipends come late again - We have had some delays in the payment of teachers' stipends, but it is not always our fault. Before payments can be made it is absolutely necessary that honorarium vouchers be submitted to our business office with correct mailing addresses and social security numbers attached. We think we can avoid unnecessary delays if the Site Coordinator forwards the completed forms to us promptly.

17. Differences in the stipends paid to the Head Start and Follow Through teachers - Follow Through pays its teachers an honorarium of $10 once during the year for the completion of a teacher information form and assistance with the classroom roster (what we call the Class Information Form). Head Start, on the other hand, requires a teacher to complete the Classroom Information Form and the Schaeffer Behavior Inventory on each child in her class in the fall and spring. For this effort she is paid $20 fall and $20 spring. In addition, we provide her a stipend of $10 for the completion of the Teacher Information Form. It seems to us that this is an equitable remuneration for the various activities of the teachers in Head Start and in Follow Through.

18. What is Huron and its relationship to SRI - Last spring OCD rightfully acknowledged the tremendous demands that were made on our staff to field this huge evaluation, do the analysis, and prepare the detailed reports required. Considering also the demands of Follow Through which is many times as large as the PV evaluation, it was unreasonable to expect that our present staff, as large as it is, could be completely responsive in a timely manner to all of the needs of this most critical experiment with the preschool children. OCD was very fortunate in obtaining the participation of the Huron Institute in Cambridge, Massachusetts, to handle all of the data analyses and reporting. It is the hope of OCD and also of the Institute that this division of labor will result in a more timely and incisive examination of the data that is generated from the Planned Variation evaluation. To this end, Huron wishes to visit many communities in order to gain a first hand understanding of the operations of Planned Variation in the communities. We hope you will welcome them as friends and an integral part of a broad spectrum team which is concerned with the assessment of the impact of Planned Variation on the young children.

19. Will SRI return here and who will come - Within the limits of the budget available to us, we hope to have the same people come back later in the year to help with the coordination and implementation of the evaluation activities. Certainly it is to our advantage for the same people to come back to old friends and acquaintances.

MEMO

TO: Site Coordinators

FROM: Tor Meeland TM

SUBJECT: PIF Records on "Record of Children Tested"

DATE: 9/2/71

LOCATION:

CC:

Ref: HS-312

In the extreme right-hand column, add the heading:

MOTHER RECEIVED HELP WITH PIF

The 8-Block trainer should enter "Yes" or "No" for each child. Mark "Yes" for help if

a) PIF was read to the mother or
b) several of mother's questions had to be answered regarding completion of the form.

MEMO

TO: Lois-ellin Datta
Mike Smith

DATE: 9/2/71

FROM: Tor Meeland

LOCATION:

SUBJECT: Fall Site Visits

CC:

Ref: HS-313

It is expected that many questions will be raised in the communities about the Planned Variation evaluation during the period the project staff is on site for the initial testing in fall 1971.

Attached is a set of guidelines for our traveling staff for guidance in their responses to questions that may be raised in the communities by the Head Start Director, teachers, or other people concerning many of the issues that pertain to the Planned Variation evaluation. If in your reading of these guidelines you find some misstatements of fact, would you please call me immediately so I can transmit the changes to our people in the field.

Our intention is for some member of the project staff to be present at least one day prior to the beginning of testing in each and every community. So far the visiting schedule seems to be a viable one, but each change in the starting dates of Head Start centers results in a perturbation that causes considerable grief and realignment of itineraries. In the event that a project member cannot appear on site prior to testing, we are requesting the Site Coordinator to delay testing one day in order to permit a final checkout of the testers' procedures, the testing room conditions, and scheduling details.

In past months we have talked about OCD or Huron people being present when SRI personnel are on site. Our preference is for these visits to come after the testing starts to permit our people in the field to resolve the various expected difficulties of test implementation without the distraction of visitors. However, we think it is particularly important for both Huron and OCD to see the implementation of the testing.

Enclosed is a copy of our travel itineraries as of the date indicated and subject to change according to delays in class starting dates that may occur in any community. Would you please coordinate with me with respect to those communities that you plan to visit?

SRI

MEMO

TO: Site Coordinators

FROM: Tor Meeland

SUBJECT: Schaefer Behavior Inventory

DATE: 9/29/71

LOCATION:

CC:

Ref: HS-329

As was discussed during the fall meeting, the Schaefer Behavior Inventory forms were to be sent to you during the fifth week of class. The enclosed Schaefer forms are to be distributed to your teachers so that they will have time to study the directions before they complete the forms during the seventh week of class.

Please direct the teachers to consider carefully the section in the Teacher's Manual "Developing a Frame of Reference for Ratings." It is important that they think about the behaviors and observe their children before making any ratings. Ask them to complete one Inventory form for each child during the seventh week.

Enclosed are STIPEND/HONORARIUM FOR TEACHERS forms on which you should enter the teachers' names, addresses and social security numbers. These forms differ from the ones you have only to the extent of changes in the first sentence. If you have already completed the old forms, simply attach them to the new ones--and save yourself the rewriting time.

Please collect the completed Schaefer forms at the end of the seventh week and return them, along with the STIPEND/HONORARIUM forms, to me in the enclosed envelope, REGISTERED. Remember to enter the mailing cost on your invoice so you can be reimbursed.

Your teachers should complete the forms during the week of

____

Appendix F

SPRING 1972 COMMUNICATIONS

Appendix F

SPRING 1972 COMMUNICATIONS
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+
HSD = Head Start Director
SC = Site Coordinator
8BST = 8-Block Sort Testers
CO = Classroom Observer

SRI

MEMO

TO: Head Start Directors

FROM: Tor Meeland TM

SUBJECT: Last Day of Class

DATE: 2/1/72

LOCATION:

CC:

Ref: HS-429

In order to schedule the spring testing for the PV Evaluation, we must have confirmation of the last day of class.

Our records from the summer meeting of Head Start Directors show that your last day of class is:

______________________________, 1972

Is this correct? Yes ( ) No ( )

If "no", what is your planned last day of class?

______________________________, 1972

Test schedule: The general plan is to complete all testing by June 2, 1972. For those communities that end their programs before June 9, 1972, we would like to conduct the spring testing during the 4th - 2nd week before classes end. This will leave the last week of class free from any SRI testing.

In the past we have found that public school closing dates affect the attendence in Head Start classes. Therefore, it would assist us in planning test schedules to learn from you the last date of public school:

______________________________, 1972

I would appreciate an immediate reply from you by filling in the requested information on the original of this letter (keep the copy for your records) and returning it to me in the enclosed, self-addressed and stamped envelope.

STANFORD RESEARCH INSTITUTE

To: Site Coordinators

Date: 2/4/72

From: Klara Evans

Location:

Subject: Availability as Site Coordinators this Spring

Answering:

#5-441

In preparation for the Head Start Planned Variation Evaluation this Spring, I need to know whether or not you will be available to act as our Site Coordinator in your community again. The final schedule for training and testing, etc., is still contingent upon a number of unknown factors. The training and testing will occur between March 27 and June 2, 1972. Your activities will require up to five (5) weeks sometime during that time period.

Our experience has shown that the Site Coordinator responsibilities require full time participation during the above mentioned period. If your circumstances are such that full time participation is impossible please contact me by calling collect: (415) 326-6200, Ext. 2517.

If your situation is simply a matter of whether or not you can continue as our Site Coordinator, I would appreciate a note from you by Friday, 2/11/72. If you will not be available, it would be a great assist to me if you would also give me a name(s) of anyone that you feel would be a good successor to you. Along with any names, please include some background information as well as addresses and phone numbers.

Hopefully, we will be able to inform you of more definite plans by the end of this month or early next month. Delays in planning have occurred due to a variety of details such as final decisions regarding the test battery, determining our manpower requirements, and school closing dates which have been requested of the Head Start Directors, etc. As soon as these issues are resolved, we will be able to inform you of a definite schedule for the Spring training and testing.

Klara Evans

Klara Evans
Supervisor of Field Operations

SRI

MEMO

TO:

DATE: 2/29/72

FROM: Klara Evans

LOCATION:

SUBJECT: Spring 1972 Training and Testing Plans for Head Start Planned Variation

CC:

Ref: HS-444

Plans for the Spring testing have finally fallen into place. There will be two separate Site Coordinator training sessions (March 20-24 and April 10-14) in Menlo Park, California to allow for smaller groups and more individualized attention.

There is an addition of two tests: Gumpgookies in the Basic Battery and Relevant Redundant Cues (Zings and Poggles) in the Supplementary Battery. This will, in most cases, entail some additional testers for you--actual staff requirements will be elaborated upon when you attend the training session.

The Brown is going to be continued only in the Classroom Observation sites, and the 8-Block Sort Task has been dropped in all sites except in Jonesboro, Arkansas; Houston, Texas; and those sites that have had Classroom Observations. The training session for 8-Block Sort Observers is also to be held in Menlo Park on April 17 - 20,21. The decision regarding who is to be the 8-Block Observer for this spring will be made by SRI. Since many of the sites are using last fall's 8-Block Observer as a Classroom Observer this spring we will continue with the same person. However, there may be some necessary changes. Therefore, we will be in contact with either your 8-Block Observer or Classroom Observer in the immediate future.

The Office of Child Development in Washington, D. C., has asked that our Field Supervisors give longer and more detailed coverage for each site during on-site training and testing. Therefore, the scheduling of testing is affected not only by the closing date of your community's Head Start program but also by our staff travel needs. In the past, we have found that public school closing dates effect the attendance in Head Start. Hence, in those sites where public school closing dates precede Head Start closing dates, we were compelled to take public school dates into consideration when scheduling our testing as well. The Head Start Directors have provided us with closing date information via a memo to them on February 1, 1972.

Your scheduled training session in Menlo Park is for ____________ through ________________, 1972. Testing is to occur in ______________________ on ________________ through ________, 1972. Closing dates for classes in your community are ________________, 1972 for Head Start and __________________, 1972 for public schools. If you find that there are any serious conflicts in your schedule, please contact Becky Simons or myself immediately. Otherwise, you'll be contacted shortly regarding your final travel arrangements, etc. in the same way as last fall.

Sincerely,

Klara Evans

Klara F. Evans
Supervisor of Field Operations

MEMO

TO: OCD Planned Variation Review Panel
DATE: 3/2/72
FROM: Tor Meeland TM
LOCATION:
SUBJECT: Quality Control Procedures for the Head Start Planned Variation Spring Testing, 1972
CC:
Ref: HS-447

The plans for the spring testing data quality controls that were discussed and agreed to at the meeting on November 15, 1971, are to be implemented in the following way:

1. Planning information sent to the Head Start Directors. Attached is a copy of the spring plans and procedures that have been sent to the Head Start Directors in the test sites.

2. SRI Project Team preparation. A full scale dress rehearsal of testing procedures will occur March 13-17, during which period all project members who will act as field monitors will have a final review of test procedures using preschool children as subjects. This activity is essential to make a final assessment of the procedures to be used for the Site Coordinator training sessions and the final practice of the monitors to administer each test and procedure.

3. Use of test and procedure tests. A series of written tests have been developed to assess the level of information that testers possess of the procedures to be used in administering each test. In addition, a test has been prepared covering general testing practices. These tests will be used in two ways:
   a) to provide a learning activity during the training sessions, and
   b) as a minimum criterion for acceptance of the tester's proficiency level.

These tests also provide the SRI field monitoring staff with an objective means to assess the level of competency of local testers if a question arises as to the knowledge of the testers with respect to the testing procedures that must be followed.

Last fall we experienced incidents where monitors were not completely familiar with the exact testing details. It is felt that any non-SRI monitor who is to assess the testing procedures should also pass these tests before being permitted to act as a critic of the field testing. I know of no previous occasion in a national evaluation that such a requirement had to be met; it would auger well for a superior level of monitoring.

4. Site Coordinator Training sessions at SRI will be conducted at two times (March 20-24 and April 10-14) to provide more intimate and detailed instruction than would be possible with a single large meeting. During this training each Site Coordinator will be required to practice the testing with pre-school children, working in pairs so that each member of a pair has the opportunity to observe his teammate in action and can thus profit from the observation and also contribute to the criticism of his partner.

New Site Coordinators (Ft. Walton Beach, Des Moines and Newburgh) will be given an additional (5th) day of training in operational procedures to compensate for their lack of fall experience.

8-Block Testers will be re-trained at SRI March 17-21 for those sites that had Class Observations, plus Jonesboro and Houston.

SRI Monitoring will occur in each site for at least five days (2-3 days during the training week and 2-3 days during the testing.)

For sites where we have replacement Site Coordinators (Ft. Walton Beach, Des Moines and Newburgh) and Houston (where we feel additional coverage is indicated) SRI staff will be present during the week of tester training and for an extended period (five days or more if needed) during the testing. To accommodate to the monitors' itineraries, a second monitor may cycle back to these sites during the testing, if needed.

Test Schedule

As concurred in during the November 15 meeting, the test periods in each site will be adjusted to accommodate to the travel requirements of the project staff. The test dates shown in Table 1 consider the Head Start closing dates, public school closing dates (because prior closing of public schools sometimes reduces Head Start attendance) and the travel itineraries of the project staff. Changes may occur in these dates according to later information received from the Head Start Directors.

Field Monitoring Staff from SRI will be composed of J. Lotridge, G. Gillis, K. Preecs, B. Simons, P. Baker, C. McCarty, J. Stallings, R. Mason, and D. Booth, with K. Evans, W. Hamberg, and T. Meeland as ready standbys. Meeland will be used if serious issues of policy or if major troubles arise. Each staff field monitor will be travelling about 3½ weeks.

Data Quality Procedures will incorporate the records kept by each tester (Tester Log) and the Site Coordinator (Site Coordinator Log). These logs are formal booklets that provide for the detailed description of testing anomolies that may occur, testing room descriptions, and assessments (by the Site Coordinator) of the tester's performance. The SRI monitors provide the necessary support and guidance needed to implement the prescribed testing procedures. If a circumstance occurs that is not covered in the prescribed procedures, the monitor must contact SRI for resolution of the problem. This procedure is necessary to provide a means for consistent and rapid dissemination of any indicated changes to all sites simultaneously if the need arises.

Coordination of OCD and Huron Monitors. To gain maximum benefit of non-SRI monitors it is imperative that any observed testing procedure discrepancy be communicated immediately to T. Meeland at SRI in order that an effective and coordinated change can be made. A three or four week old report is useless in terms of correcting a mistake. It is imperative that a direct channel of responsibility be used if a correction is to be made. The testers are answerable to their Site Coordinators who in turn are responsible to SRI alone. There is no effective way to achieve a correction unless this line of responsibility is assiduously followed.

Some anomolies that were reported last fall by the OCD monitors could have been corrected in a timely manner if the above procedure had been followed. Also, some comments by the OCD monitors were at variance with procedures established one and two years previously in Head Start and Follow Through. This brings into focus the need for all monitors thoroughly to know the prescribed procedures.

Finally, the efforts being applied to support and insure the data quality of the spring testing for the PV Evaluation are without precedence. Certainly this concern and concentrated effort cannot other than establish a new standard for nationwide testing control and accounting. The decisions made by the Review Panel last November resulted in a very substantial increase in the effective support--and demand--for the best quality of data emanating from the Head Start Planned Variation Evaluation Project.

Table 1

HEAD START PLANNED VARIATION SPRING 1972 SITE COORDINATORS' TRAINING SESSION & TESTING SCHEDULE

Head Start Communities
1971-72

SPONSOR	CODE	COMMUNITY	Test Level	SC Trng. Sessions 3/20-24	SC Trng. Sessions 4/10-14	Testing Dates
Nimnicht	02.02	Buffalo	I			
	02.04	Duluth	III		X	5/8 - 5/24/72
	02.09	Salt Lake	III	X		4/24 - 5/12/72
	02.13	Tacoma	III		X	5/1 - 5/19/72
Tucson	03.05	Des Moines(FT)	III		X	5/1 - 5/19/72
	03.08	LaFayette	III		X	5/1 - 5/16/72
	03.09	Lakewood	III		X	5/16 - 6/6/72
	03.16	Lincoln	III		X	5/1 - 5/17/72
Bank Street	05.01	Boulder	I			
	05.10	Tuskegee	III	X		5/1 - 5/12/72
	05.11	Wilmington	III		X	5/8 - 5/24/72
	05.12	Elmira	III		X	5/8 - 5/26/72
Englemann & Becker	07.11	Tupelo	III		X	5/8 - 5/26/72
	07.14	E.LasVegas,NM	III	X		4/19 - 5/10/72
	"	W.LasVegas,NM	III		X	5/8 - 5/24/72
*	07.19	Providence(FT)	III			
Bushell	08.02	Oraibi	I			
	08.04	Portageville	III	X		4/17 - 5/5/72
	08.08	Mounds, Ill.	III	X		4/25 - 5/12/72
Weikart	09.02	Ft.Walton Bch	III		X	5/8 - 5/24/72
	09.04	Central Oz.	III	X		4/5 - 4/21/72
	09.06	Greeley	III		X	5/3 - 5/17/72
	09.10	Seattle	I			
Gordon	10.01	Jacksonville	I			
	10.02	Jonesboro	III	X		4/26 - 5/17/72
	10.07	Chattanooga	III	X		4/24 - 5/12/72
	10.10	Houston	III	X		4/24 - 5/12/72
EDC	11.05	Washington	I			
*	11.06	Paterson	III		X	5/15 - 6/2/72
	11.08	Johnston Co.	III	X		4/24 - 5/12/72
Pittsburgh	12.03	Lock Haven	III	X		5/1 - 5/19/72
	12.04	Montevideo	III	X		4/18 - 5/19/72
REC	20.01	Kansas City	III	X		4/10 - 5/3/72
N.Y.U.	26.01	St.Thomas,VI	I			
Enablers	27.01	Puerto Rico	I			
	27.02	Newburgh	III		X	5/8 - 5/26/72
*	27.03	Bellows Falls	III	X		4/24 - 5/12/72
	27.04	Billings	III	X		5/1 - 5/19/72
	27.05	Colorado Sp	III		X	5/15 - 6/2/72
Controls		Huntsville,Ala.			X	5/8 - 5/26/72
		San Jose,Cal. Sacramento,Cal.				

8 Level I Sites
30 Level III Sites

* Note: In Paterson, classes over 25 children are considered equal to two classes.
In Bellows Falls, a fall-tested class was made into two classes.
In Providence, fall testing only (for 8 classes).

SRI

MEMO

INFO COPY

TO: Head Start Directors

FROM: Tor Meeland TM

SUBJECT: Spring 1972 Testing Plans

DATE: 3/1/72

LOCATION:

CC:

Ref: HS-445

I wish it was possible to hold another meeting at SRI, such as we had last summer, for the final preparations of the spring testing. The advice and support you gave us all was the fundamental reason for the relative ease with which the fall work was accomplished.

Here, briefly, are the spring plans:

Site Coordinator Meetings will be held at SRI in two sessions (March 20-24 and April 10-14) to permit more individual attention to be given. Table 1 shows the present plans concerning which Site Coordinators will attend each meeting.

Test Battery. Consistent with the plans laid last summer, OCD has added two tests to the battery: Gump-gookies (used for several years in early childhood testing) and Relevant Redundant Cues (sometimes referred to as Zings and Poggles!). The former will be given to all tested children and the latter added to the Supplemental Battery (given to 1/3 of each tested class).

The testing will consist of two Basic Batteries for each child previously tested and a Supplemental Battery given to each child who previously took the Supplemental Battery.

The 8-Block Sort Task will be given to each child and mother tested in the fall, but only in those sites that had Class Observations plus Jonesboro and Houston along with a readministration of the Parent Information Form. (The reduction in sites was due to budgetary limits.) Again, the mother will be given a $5 honorarium to defray her baby sitting and possible job-income loss.

Only children previously tested will get tests this spring, but if this leaves only one or two class members who came to the class after the fall tests, some tests should be given to them so they do not feel left out of the activities. The 8-Block training session will be held at SRI, April 17-21.

Parent Permission to test the children should be obtained in those communities where this is necessary. The Site Coordinator can provide the forms to you.

Teacher Information Forms will be distributed by the Site Coordinator (after coordination with you); the completed forms are to be placed in envelopes and sealed (the same as with the Parent Information Form). Each teacher will receive a $10 honorarium for the extra time she must spend in this effort.

Schaefer Behavior Ratings of children will be made by each teacher similar to the fall effort

Classroom Information Form (CIF) must be completed, i.e., items such as pupil losses and additions, and days absent are to be added to the information given initially last fall. For this help with the CIF and Schaefer each teacher will receive a stipend of $20 for her extra efforts.

Classroom Observations should have been completed by the time the testing begins. I hope you can appreciate the extraordinary efforts the Class Observers made at the SRI training sessions in order to become proficient in the observation procedure. Their completion of such an intensive training sessions speaks very highly of their motivation, talents and sheer determination. If you have the opportunity, you should ask them about their experiences; I know you will be able to capture a bit of the excitement of this activity. If the Class Observers are reluctant to tell you about their recent classroom experiences, please don't blame them because we have carefully admonished them not to relate class activities to anyone but their trainers at SRI.

Head Start Directors' Information Form. At the fall meeting you all seemed unanimous in your request that an inquiry be made of the directors about program implementation--to help balance similar reports that are obtained from sponsors and OCD consultants. Mike Smith and his staff at Huron Institute have spent a great deal of time and effort preparing the form you will receive during April. It's a long form, but there are many things that Huron Institute needs to know. Please be patient with it and try to complete it promptly.

Ratings of the teachers by Head Start Directors (and Sponsors). In a few weeks we will again ask you to rate the performance of your teachers in terms of their implementation of your program or in the case of comparison class teachers, according to the way they carry out the Head Start guidelines for teachers. Again, this is a critical piece of information for the PV evaluation and a prompt response will help us to provide information to Huron Institute in a timely manner to expedite their analyses of PV. A similar form is sent to the sponsors for an assessment of PV teachers from their point of view. PLEASE, don't discuss the ratings with the sponsors or their representatives prior to completing them--otherwise, we have nothing but data contamination!

Data Security. For the past two and one half years in the PV evaluation we have been very successful in maintaining the confidentiality of all the data collected. Many of our procedures are geared to this important issue. The names of teachers, children, indeed communities, are systematically submerged. The first year report by SRI completely camouflaged the IDs; Huron Institute will continue this policy set by OCD.

SRI Field Monitoring

At the OCD Review Panel Meeting in December 1971, there was full agreement that SRI should increase its efforts in monitoring the local site training and testing activities. This decision was made with full consideration of the additional cost and effort required. Members of the project team will spend a minimum of five days in each community (2-3 days during training and 2-3 days during testing) to provide a second level of supervision and support of the Site Coordinators. In special cases such as sites with new Site Coordinators, we will plan to be present during all of the tester training period to give whatever support and counsel is needed. If we feel, or you request it, we will arrange for more extended stays.

The decision of OCD and its review panel to support such an extensive effort clearly points out the emphasis that is being placed on the quality control aspect of the data collection.

The project member(s) who come to your community are there to work, not to be critics; the more reliably the data are gathered, the stronger will be the PV evaluation. Personally I feel this is a remarkable milestone for OCD; it clearly demonstrates a willingness to make a large investment to support a critical quality control effort. (I don't envy Klara Evans who has to schedule each of us in an efficient way to all 30 sites.)

Testing Dates

Also as a result of concurrance of the OCD Review Panel, we are able to schedule testing dates to permit the field monitoring to occur as described above. We considered your Head Start closing date, public school closing (because a prior closing of public schools sometimes reduces Head Start attendance) and the travel itineraries of the project staff. Table 1 shows the period of testing we have planned for each community. If recent events indicate the dates should be changed, PLEASE CALL Klara Evans immediately so she can made the necessary changes (and face the wrath of the staff members who are accommodating to the travel requirements!).

The testing period varies with each site depending on the experience from last fall. The availability of testers and testing space determines the time needed to accomplish the testing in the time shown. One primary rule was to avoid testing during the last week of class (teachers have too much to do at that time) and in addition, to have all testing completed by June 1 in order to prepare the test data for Huron in a timely manner.

Postscript. Just an indication that the project staff is being kept fully occupied with preparation for the spring testing: in addition to the usual rush of preparing forms, procedures, test kits, shipping plans and schedules, Klara has scheduled a full scale dress rehearsal of all testing procedures by the staff prior to the Site Coordinators' meetings.

P.P.S. All of us look forward to our visits this spring; the enthusiasm and excitement we witness in each of the sites makes the incipient tedium of the logistical efforts associated with a national evaluation wane--you have all stimulated more than you realize.

Finally. If you have any questions or problems about the spring testing, please call me (collect) at (415) 326-6200, extension 2682 or Klara Evans at extension 2517.

Table 1

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	03.09	Lakewood	III		X	5/16 - 6/6/72
	03.16	Lincoln	III		X	5/1 - 5/17/72
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	05.10	Tuskegee	III	X		5/1 - 5/12/72
	05.11	Wilmington	III		X	5/8 - 5/24/72
	05.12	Elmira	III		X	5/8 - 5/26/72
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	09.06	Greeley	III		X	5/3 - 5/17/72
	09.10	Seattle	I			
Gordon	10.01	Jacksonville	I			
	10.02	Jonesboro	III	X		4/26 - 5/17/72
	10.07	Chattanooga	III	X		4/24 - 5/12/72
	10.10	Houston	III	X		4/24 - 5/12/72
EDC	11.05	Washington	I			
*	11.06	Paterson	III		X	5/15 - 6/2/72
	11.08	Johnston Co.	III	X		4/24 - 5/12/72
Pittsburgh	12.03	Lock Haven	III	X		5/1 - 5/19/72
	12.04	Montevideo	III	X		4/18 - 5/9/72
REC	20.01	Kansas City	III	X		4/10 - 5/3/72
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Enablers	27.01	Puerto Rico	I			
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		San Jose,Cal. Sacramento,Cal.				

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30 Level III Sites

* Note: In Paterson, classes over 25 children are considered equal to two classes.
In Bellows Falls, a fall-tested class was made into two classes.
In Providence, fall testing only (for 8 classes).

STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA 94025
(415) 326-6200

To:	Head Start Site Coordinators	Date:	March 29, 1972
From:	C. P. McCarty		
Subject:	Letter of Understanding	Ref:	HS-462

During the training session last week I mentioned the letter of understanding which we had hoped to have you sign before you left Menlo Park. Unfortunately we didn't quite finish it in time. The letter (attached), although legalistic in appearance, is not a contract. We simply thought it would be helpful for both of us to agree on our mutual responsibilities for the spring testing period. If it appears that you may have to exceed the maximum number of weeks listed for recruiting, training, and testing, please call Klara Evans before you go over the limit so that we can plan accordingly.

Please return one copy to us after you have signed it. The second copy is for your files.

Thank you.

CPMcC

CPMcC:kfb

Attachments (2)

CABLE: STANRES, MENLO PARK / TWX 910-373-1246

SRI
STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA 94025
(415) 326-6200

We are pleased that you have agreed to act as a Site Coordinator for the Head Start Planned Variation Evaluation which Stanford Research Institute is conducting in ____.

Period of Work

It is understood that your services will be required during the period ____________________ through ________________ as follows:

1) Five days for Site Coordinator training in Menlo Park, California and
2) a maximum of ________ weeks for recruiting, training, and testing.

Nature of the Work

At the training session in Menlo Park, you will be instructed in the various spring test batteries which you will subsequently train the testers in you community to administer.

Materials required for all the tests will be shipped to you well in advance of the start of testing which in ________________ is scheduled to continue for _____ weeks, i.e., from __________ to ________________.

You will be expected to provide full-time services during the period of testing.

Confidentiality of the Data

The data collected and the information gathered during the period of testing are restricted. They cannot be divulged to anyone other than SRI Head Start project personnel.

Stipends, Pay and Expenses

You will receive a training stipend of $35.00 per day or $175.00 for the five-day training session in Menlo Park. The Institute will arrange and pay for your travel to and from Menlo Park and your hotel accommodations. Your actual living costs during the training session will be reimbursed according to the Guidelines and Instructions for Completing Head Start Invoices.

The Institute will pay you for your services rendered at the rate of $35.00 per day ($5.00 per hour for a maximum of seven hours per day). Partial days will be prorated at $5.00 per hour. Your allowable expenses will be covered as described in the Guidelines. For purposes of identification you are assigned No. HC ____ which should be included on invoices, reporting forms, and correspondence.

Pay Procedures

You will be expected to submit once each week (preferably on Friday) your invoice for services plus receipts as appropriate. You can expect payment within three weeks of submission of a properly completed invoice.

If you have any problems or questions, please contact Klara Evans, Supervisor of Head Start Field Operations. Her number is (415) 326-6200 extension 2517.

Very truly yours,

Tor Meeland

Tor Meeland, Ph.D
Senior Research Psychologist
Project Leader
Head Start Planned Variation Evaluation

I agree to the stipulations stated above.

______________________ (signed)

______________________ (date)

(Please sign and return one copy of this letter to SRI in the enclosed envelope as soon as possible. The second copy is for your files.)

SRI

MEMO

TO: The Record

FROM: Tor Meeland

SUBJECT: 27 Item Version of Gumpgookies to be Used in HSPV, Spring 1972

DATE: 3/28/72

LOCATION:

CC:

Ref: HS-460

To reduce the test time for Gumpgookies, (which was almost 30 minutes for the administration of the 60 item ETS version) Mike Smith, Esther Kresh, Klara Evans, and I agreed to a shortened version of 30 items maximum. Alternatively, the testing would require a new "battery" and extra testing/training costs. Vickie Shipman and Dorothy Adkins both stated the test could be done in twelve minutes, but Esther and Jane Stallings could only read the 60 items in 12 minutes without scoring or waiting for a child's response.

Mike's first preference was to select items on the basis of item-score biserial correlations. Dorothy Adkins (whom I later talked to on Mike's behalf) felt this was a poor criterion due to the item difficulty levels that seem to be influenced by response set. Using a current factor analysis of 1800 four-five year olds, she identified 27 items (covering four factors) that had the highest loadings. The fifth factor was ignored because the factor seemed to jump around in the split factoring she had done.

Adkins uses a total score (on the 75 item version) for four year olds. Mike on the other hand felt unsure what a total score would represent.

The following items were selected for the spring '72 form:

Factor 1		Factor 2		Factor 3		Factor 4		Factor 5	
Instantaneous Activity		School Enjoyment		Self Evaluation		Purposive Behavior or Purposiveness		Self-Confidence (not used)	
Adkins ItemNo.	ETS ItemNo.	Adkins ItemNo.	ETS ItemNo.	Adkins ItemNo.	ETS ItemNo.	Adkins ItemNo.	ETS ItemNo.	Adkins ItemNo.	ETS ItemNo.
31*	16	9	26	16	38	1	19	57	60
45*	12	10	17	25	20	5	8	60	na
52*	5	14	14	28	25	6	21	71	47
53*	33	19	36	42	27	8	50	3	29
54*	41	58	9	49	7	13	37	55	15
56*	24	61	22	50	54	17	53	33	na
59*	56	48	na	46	na	18	58		
68*	48			47	na				
30*	na								
26	49								
40	28								
66	59								
67	10								
99	na								

---

*loading over .40

A more convenient list of the 27 items to be used out of the ETS 60 item booklet follows:

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N = 27

MEMO

TO: Site Coordinators

FROM: Romaine L. Mason

SUBJECT: Spring 1972 "Tests to be Administered"

DATE: 3-28-72

LOCATION: 203B

CC:

The Class Lists that you have received designate the tests that each child should receive for Spring 1972 testing.

Please be sure to go over the following instructions in the use of the Class Lists with your testers as they are very important to our processing procedures.

IMPORTANT: The Class Lists will replace the Record of Children Tested (used in the Fall), which was crucial to our processing. Therefore, please follow these instructions carefully and do not make any notations other than those stipulated below.

INSTRUCTIONS

1. Each tester should have a List for the class in which he will be testing. The tester should write his name in the space provided on each List he uses.
2. Only give a child those tests assigned to him on the List.
3. If for any reason a child cannot be tested, do not test another child in his place.
4. Occasionally letters of a child's name had to be dropped for processing purposes. Therefore do not add letters to any of the children's names. However, if a child's name has been changed legally (adoption, remarriage of mother, etc.), please make the correction.
5. After you have administered a test, circle the asterisk under the name of the test to keep an accurate account of tests administered.
6. If you could not administer a test, write in your reason next to the child's name in the space provided. Please draw lines separating the children's names, so that your comments do not flow into the space allotted to the next child. If you need additional room, turn the sheet over and write both the Seq. no. and the ID no. and continue your explanation.

   NOTE: Any other comments concerning the administration of tests should be written in your logs.

7. New children must be added to the Class List and should be given only the Schaefer Behavior Inventory. Add them to the bottom of the List and give them the next Seq. nos. after the last child on the List. In some cases a second sheet has been provided if the first sheet ended with Seq. no. twenty (20). If the second sheet has not been provided, continue on the first sheet to Seq. no. twenty (20), then turn the sheet over and continue the sequential numbering from twenty one (21) on.
8. An "X" next to the teacher's name indicates a non-tested class. All children in non-tested classes will ONLY receive the Schaefer Behavior Inventory.

MEMO

TO: OCD Monitors of the Head Start PV Evaluation Testing, Spring '72

FROM: Tor Meeland

SUBJECT: Procedures, Manuals, Score Forms and Quizzes Used for the Spring Testing

DATE: March 30, 1972

LOCATION:

CC:

Ref: HS-464

To assist you in preparing for your Monitoring Tasks, I enclose copies of the following:

			Manual/ Instructions	Score Form	Tester Quiz	Ans. to Quiz
Guidelines for Test Administration		(Yellow)	*			
Basic Battery - A	WRAT	(Beige)	*	*	*	*
	Gumpgookies	(Canary)	*	*	*	*
Basic Battery - B	PPVT	(Green)	*	*	*	*
	PSI	(White)	*	*	*	*
	Enumeration	(Blue)	*	*	*	*
Supplemental Battery	Relevant Redundant Cues (Zings and Poggles)	(Orange)	*	*	*	*
	Motor Inhibition (MI)	(Orchid)	*	*	*	*
	ITPA	(Pink)	*	*	*	*
	Brown IDS	(Mustard)	*	*	*	*

Attached is a copy of the Guidlines for Administering Tests in Spring '72 (Blue). It shows the test composition for each Test Battery.

Your procedure guidelines and recording forms will come from OCD or Mike Smith, Huron Institute, Cambridge, Mass.

If you have any questions about the test administration instructions or score forms, or if a form was left out of your package, please call me at (415) 326-6200 ext. 2682.

Tor Meeland, Ph.D
Sr. Research Psychologist
Mgr., Head Start PV Evaluation
Project

SRI

MEMO

TO: Doris Wallace

FROM: Tor Meeland TM
Klara Evans KE

SUBJECT: OCD Monitoring of Head Start
Planned Variation Sites

DATE: 4/5/72

LOCATION:

CC:

Ref: HS-469

Lois-ellin Datta has informed us that you will be visiting three Head Start Planned Variation sites as an OCD Monitor this spring. Listed below are the Head Start Directors and our Site Coordinators for each community for your advance contacts:

Bellows Falls, Vermont:

Ann Raynolds, HSD
57 Furnace Street
Springfield, Vt. 05156
(802) 885-2148

James Mack, SRI Site Coordinator
P.O. Box 6
Springfield, Vt. 05156
(802) 885-2766 - office
(802) 885-3263 - home

Wilmington, Delaware:

Willis B. McLeod, HSD
625 E. 10th Street
Wilmington, Del. 19801
(302) 654-3181

Judith Barnett, SRI Site Coordinator
2225 Elder Dr.
Faulkland Heights
Wilmington, Del. 19808
(302) 994-4146

Paterson, New Jersey:

Cecile Dickey, HSD
236 Broadway
Paterson, N.J. 07522
(201) 271-3344

Bill Shipp, SRI Site Coordinator
86 17th Avenue
Paterson, N. J. 07011
(201) 523-8308 or 523-5255 - office
(201) 742-8311 - home

MEMO

TO: Wally Henning

DATE 4/5/72

FROM: Tor Meeland TM
Klara Evans KE

LOCATION:

SUBJECT: OCD Monitoring of Head Start
Planned Variation Sites

CC:

Ref: HS-470

Lois-ellin Datta has informed us that you will be visiting three Head Start Planned Variation sites as an OCD Monitor this spring. Listed below are the Head Start Directors and our Site Coordinators for each community for your advance contacts:

Jonesboro, Arkansas:

E. Boone Watson, HSD
P.O. Box 1343
Jonesboro, Arkansas 72401
(501) 935-8610

Beverly Richards, SRI Site Coordinator
1803 Wofford
Jonesboro, Ark. 72401
(501) 932-4264

Chattanooga, Tennessee:

Frieda G. Malone, HSD
1161 W. 40th Street
Chattanooga, Tenn. 37409
(615) 821-2513

Jeanne Abbott, SRI Site Coordinator
752 Emory Drive
Chattanooga, Tenn. 37415
(615) 875-3587

Des Moines, Iowa:

Harriette Bruce, HSD
1800 Grand Avenue
Des Moines, Iowa 50309
(515) 284-7728

Royal Corbin, SRI Site Coordinator
418 E. Holcomb
Des Moines, Iowa 50313
(515) 280-1984

SRI

MEMO

TO: Robert Rentfrow

DATE: 4/5/72

FROM: Tor Meeland
Klara Evans

LOCATION:

SUBJECT: OCD Monitoring of Head Start
Planned Variation Sites

CC:

Ref: HS-471

Lois-ellin Datta has informed us that you will be visiting three Head Start Planned Variation sites as an OCD Monitor this spring. Listed below are the Head Start Directors and our Site Coordinators for each community for your advance contacts:

Houston, Texas:

A. B. Leonard, HSD
6300 Bowling Green
Houston, Texas 77021
(713) 748-4410

Emma Jean Jones, SRI Site Coordinator
10759 Dulcimer Street
Houston, Texas 77051
(713) 528-0611, ext. 260 - office
(713) 734-2912 - home

Greeley, Colorado:

Linda See, HSD
811 15th Street
Greeley, Colorado 80631
(303) 352- 1543

Joe Good, SRI Site Coordinator
1851 23rd Avenue Ct.
Greeley, Colorado 80631
(303) 352-1543, extension 52 - office
(303) 353-4868 - home

Ft. Walton Beach, Florida:

Sharon Ryan, HSD
23 Wright Parkway, S.W.
Ft. Walton Beach, Fla. 32548
(904) 243-8415

Patricia Werth, SRI Site Coordinator
212 Beachview Drive
Ft. Walton Beach, Fla. 32548
(904) 242-9195

MEMO

TO: Dennis Deloria

FROM: Tor Meeland TM
Klara Evans

SUBJECT: OCD Monitoring of Head Start
Planned Variation Sites

DATE 4/17/72

LOCATION

CC

Ref: HS-477

Lois-ellin Datta has informed us that you will be visiting three Head Start Planned Variation sites as an OCD Monitor this spring. Listed below are the Head Start Directors and our Site Coordinators for each community for your advance contacts:

Lincoln, Nebraska:

Shirlie Hutcherson, HSD
225 South 25th
Elliot School
Lincoln, Nebr. 68510
(402) 475-8329 (off.)
(402) 434-7979 (home)

Robert Buckner, SRI Site Coordinator
7811 Sandalwood Drive
Lincoln, Nebraska 68510
(402) 475-8327
(402) 488-5634

Lock Haven, Pennsylvania:

Eleanor Zimmerman, HSD
Penn Center
110 E. Bald Eagle Street
Lock Haven, Pa. 17745
(717) 748-5107

Margaret Schwarz, SRI Site Coordinator
699 James Street
Flemington, Pa. 17745
(717) 748-5801

Colorado Springs, Colorado:

Juan Padres, HSD
Pikes Peak CAP, Inc.
9E Castilla Street
Colorado Springs, Colorado 80903
(303) 635-1536

Carolina Shank, SRI Site Coordinator
519 W. San Miguel
Colorado Springs, Colo. 80905
(303) 632-3086

MEMO

TO: Liz Raymer

FROM: Tor Meeland
Klara Evans

SUBJECT: OCD Monitoring of Head Start
Planned Variation Sites

DATE 4/17/72

LOCATION

CC:

Ref: HS-478

Lois-ellin Datta has informed us that you will be visiting three Head Start Planned Variation sites as an OCD Monitor this spring. Listed below are the Head Start Directors and our Site Coordinators for each community for your advance contacts:

Duluth, Minnesota:

T. V. Churchill, HSD
4211 Lombard Street
Duluth, Minn. 55804
(218) 624-5715 (off.)
(218) 525-4237 (home)

Kathleen Kelly, SRI Site Coordinator
4760 London Road
Duluth, Minn. 55804
(218) 525-5111

Salt Lake City, Utah:

Nancy Abraham, HSD
1240 American Beauty Drive
Salt Lake City, Utah 84116
(801) 487-3641

Mary Jo Kleinschmidt, SRI Site Coordinator
3170 East 3900 South
Salt Lake City, Utah 84117
(801) 277-2133

Tacoma, Washington:

James Robertson, HSD
P. O. Box 1357
Tacoma, Wash. 99201
(206) 383-1811, ext. 420

Ramona Wolfe, SRI Site Coordinator
1329 East 66th Street
Tacoma, Wash. 98408
(206) 474-4209
(206) FU3-1811

Attached is the Testing and Field Supervisors' Schedule that lists by community the testing dates, the SRI Field Supervisors assigned to each site and the dates of their site visits. Barring any unforeseen events, you may work out your schedule around our present plans. Please keep in mind that our world never remains static for long, so be certain to double check with our Site Coordinators shortly before your arrival for any possible changes.

In the event you find any discrepancies in test procedures, etc., you may contact either of us by calling collect (415) 326-6200, extension 2682 for Tor or extension 2517 for Klara. It is vital to the success of the Head Start Planned Variation evaluation that you contact us in the above mentioned events immediately so that we may rectify any misunderstanding as soon as possible.

DATE 4/4/72

HEAD START PLANNED VARIATION - Spring '72
Testing and Field Supervisors' Schedule

Head Start Communities
1971-72

SPONSOR	CODE	COMMUNITY	Test Level	Testing Dates	SRI Field Supervisor (N=14)	Dates FS on Site	
Nimnicht	02.02	Buffalo	I				
	02.04	Duluth	III	5/8-24	Georgia Gillis	5/4-10	
	02.09	Salt Lake	II	4/24-5/12	Georgia	4/20-26	
	02.13	Tacoma	II	5/1-19	Kathy Preecs	4/27-5/3	
Tucson	03.05	Des Moines(FT)	II	4/28-5/18	Jean Lotridge	4/24-5/3	*
	03.08	LaFayette	II	5/1-16	Becky Simons	4/27-5/3	
	03.09	Lakewood	II	5/16-6/5	Romaine Mason	5/12-18	
	03.16	Lincoln	III	5/1-16	Merril Lynn Beers	4/28-5/4	
Bank Street	05.01	Boulder	I				
	05.10	Tuskegee	II	4/27-5/11	Romaine	4/25-28	
	05.11	Wilmington	II	5/8-25	Becky	5/4-10	
	05.12	Elmira	III	5/8-26	Peggy Needles	5/4-10	
Engle-mann & Becker 1/	07.11	Tupelo	III	5/8-26	Margaret Carroll	5/1-10	*
	07.14	E.LasVegas,NM	II	4/19-5/9	Karen Bianchini	4/17-21	
	"	W.LasVegas,NM	II	5/8-25	Kathy	5/4-10	
	07.19	Providence(FT)					
Bushell	08.02	Oraibi	I				
	08.04	Portageville	III	4/17-5/5	Georgia**	4/10-19	
	08.08	Mounds, Ill.	II	4/26-5/12	Merril Lynn	4/24-27	
Weikart	09.02	Ft.Walton Bch	III	5/10-26	Jean	5/4-12	*
	09.04	Central Oz.	II	4/5-19	Sandy Murphy	4/3-6	
	09.06	Greeley	II	5/3-16	Karen	5/1-5	
	09.10	Seattle	I				
Gordon	10.01	Jacksonville	I				
	10.02	Jonesboro	II	4/26-5/16	Karen	4/24-28	
	10.07	Chattanooga	II	4/26-5/16	Margaret	4/24-28	
	10.10	Houston	II	4/27-5/17	Klara Evans	4/21-5/4	
EDC	11.05	Washington	I				
1/	11.06	Paterson	III	5/15-6/2	Jane Stallings	5/11-17	
	11.08	Johnston Co.	II	4/24-5/12	Becky	4/20-26	
Pitts-burgh	12.03	Lock Haven	III	5/1-19	Peggy	4/27-5/3	
	12.04	Montevideo	II	4/18-5/8	Chuck McCarty	4/14-20	
REC	20.01	Kansas City	II	4/10-5/3	Sandy	4/7-13	
N.Y.U.	26.01	St.Thomas,VI	I				
Enablers	27.01	Puerto Rico	I				
	27.02	Newburgh	II	5/8-26	Romaine	5/1-11	*
1/	27.03	Bellows Falls	II	4/24-5/12	Peggy	4/20-26	
	27.04	Billings	II	5/1-19	Georgia	4/27-5/3	
	27.05	Colorado Sp	II	5/15-6/2	Kathy	5/11-17	
Controls		Huntsville,Ala.		5/15-6/2	Sylvia Jeans	5/10-16	
		San Jose,Cal.		5/22-6/9	Sylvia	5/18-24	
		Sacramento,Cal.		5/29-6/16	Sylvia	5/25-31	

8 Level I Sites
30 Level III Sites

1/ Note: In Paterson, classes over 25 children are considered equal to two classes.
In Bellows Falls, a fall-tested class was made into two classes.
In Providence, fall testing only (for 8 classes).

* New Site Coordinator
** Training 8-Block Sort as well as Field Supervising

MEMO

TO: **Head Start Directors**

DATE: 4/12/72

FROM: Tor Meeland

LOCATION:

SUBJECT: Directors' Evaluation of Model and Implementation Report

CC:

Ref: HS-474

You may recall that at the Head Start Directors' meeting at SRI last August, there was a fairly common desire on the part of the Directors present to have an opportunity to comment on the models and related issues of implementation.

Huron Institute has developed a form for the systematic collection of your ideas and evaluations. The enclosed form represents a great deal of effort by Mike Smith and his staff at Huron Institute. It includes, among other things, questions and topics culled from consultant reports and other sources. As you can note, it is a very comprehensive form.

Please take the time to complete this Directors' Evaluation of Model and Implementation Report and return it to me by May 1, 1972. There is a glossary on page 2 to assist in keeping the terminology clear.

SRI

INFO COPY

MEMO

TO: PV Evaluation Head Start Directors

FROM: Tor Meeland

SUBJECT: Appreciation

DATE: June 19, 1972

LOCATION:

CC:

HS-509

The third and final year of data collection for the PV Evaluation is now done. It has been a very busy period. Without the splendid and continuous support each of you gave to us, the testing program could not have been completed so successfully. The patience, counsel, and accommodations you extended to us were remarkable.

Aside from the many cherished meetings we all had with you, the most satisfying feature of the work was the extensive use that was made of the community paraprofessionals in the data collection effort. Due to your coordinating efforts we were able to assemble, train and effectively use hundreds of local persons.

Please extend our appreciation to your teachers and aides who gave such generous support to the field staff during the testing. Without their help it would have been impossible to test without undue commotion.

If in your future travels you come close to Menlo Park, please come in and see us again. We all would enjoy such a meeting.

Tor Meeland

Appendix G

SUPPLEMENTAL INSTRUCTIONS FOR FIELD STAFF, SPRING 1971

Appendix G

SUPPLEMENTAL INSTRUCTIONS FOR FIELD STAFF, SPRING 1971
CONTENTS

Level I	Site Coordinator - General Instructions	G-5
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General Instructions -- Auxiliary Battery Testers		G-12
Checklist for Binet Testers		G-14

LEVEL I SITE COORDINATOR - GENERAL INSTRUCTIONS

Materials in this package: (all should be returned)

1. Print-out of the children in the class (example attached).
2. Print-out of the Classroom Information Form from Fall 1970, plus the instruction sheets.
3. CPSC's (California Pre-School Social Competency Scale) BLANK - for the teacher to fill out for each child on the class print-out and any additional child now enrolled in the Head Start class and an instruction sheet for each teacher to use with CPSC's.

1. Class Print-out:

   a. This is a list of the children enrolled in each class in the Fall of 1970. The teacher should use this list when filling out the CPSC's to be sure she either has completed a form for each child on the print-out or can write an explanation next to the child's name as to why there is no form for this child, (i.e., child left class). Disregard asterisks under CPSC heading - this designated children who received CPSC's in Fall 1970.

2. Print-out of Fall 1970 Classroom Information Form:

   a. This computer print-out shows what data from the Classroom Information Form that was completed last Fall is in the SRI data bank. There may be some BLANKS or discrepancies in some of the forms. Please make the necessary additions and changes according to the instructions. As Site Coordinator you are to see to it that these forms are completed as best possible before returning them to SRI.

   b. The teacher is probably the best source of information. There are some additional questions in this form that were not present on the Fall 1970 Form. In this case, the questions must be answered for each child. If any new children are added to the class, the names must be added to the bottom of the list and ALL questions (1 through 18) answered for each child as in the Fall. It is most important that the Classroom Information Form is fully completed or missing data explained. Refer to the instructions for further explanation on how to fill out the form properly.

3. California Pre-School Social Competency Scale (CPSC)

   a. These are the same forms filled out by the teacher in the Fall. She is to fill out a form for each child presently in her class according to the procedure given on the instruction sheet. (This includes the children from the Fall who are still in her class and any new children who have entered her class.) The teacher does not fill out CPSC's (California Pre-School Social Competency Scale) for children who have left her class prior to April 1, 1971. If anyone other than the teacher fills out one or more CPSC's, her name and title must be entered in the space "Rated by". However, please make every effort to get CPSC's done by the teacher.

LEVEL II SITE COORDINATOR - GENERAL INSTRUCTIONS

1. Class Print-out (see example attached):

   a. This is a random order list of the children enrolled in each class in the Fall of 1970 and shows the tests they took. The children must be tested in the order on the print-out -- that is from the top of the print-out, to the bottom (column labled SEQ No). If a child is absent or has left the class, then you may go to the next child on the list. DO NOT SKIP AROUND PICKING ANY CHILD TO TEST EACH DAY. You must keep to the list. Pick up absent children on the first day they return, if you are still at the center. In the event you have finished at a particular center, but have missed a few children due to absences and you have time at the end of the test period (three weeks - no more) go back to the centers and test the children missed due to absences.

   b. You will receive 3 copies of the class print-out for your use. Give each teacher a copy of her class print-out. This print-out shows the children we know to have been in her Head Start class in the Fall of 1970, and for whom she must fill out a CPSC. She should list new children on the print-out (and complete CPSC's for them, also). If a child is no longer in her class she should explain why. You should keep one copy for yourself and make corrections of each class accordingly. The third copy is for the use of your Auxiliary Battery Testers, but you may feel that one set is insufficient, and choose to use your set as well. This is up to you. PLEASE RETURN THE PRINT-OUTS TO US, AS THEY ARE HELPFUL IF YOU HAVE MADE ANY NOTES ON THEM.

   c. To determine if a child should receive the Auxiliary Battery Tests, look for the asterisks under each test. If there is an asterisk under any of the Auxiliary Battery tests, the child must be presented with all of the Auxiliary Battery Tests.

   d. You will note on the class print-out the following headings: CPSC (California Pre-School Social Competency Scale - which is to be filled out by the teacher); Bk. 3D, Bk. 4A, PSI, and M.I. (this is the Auxiliary Battery to be given by the Auxiliary Battery Tester); CCAS (Children's Cultural Awareness Scale); EIQ (Ethnic Identity Questionnaire) - IF THE HEAD START DIRECTOR HAS APPROVED THE USE OF ONE OR BOTH OF THESE TESTS - The Test(s) are to be given by the Auxiliary Battery Tester to all children who have taken any part of the Auxiliary Battery.

2. Print-out of Fall 1970 Classroom Information Form:

   a. This computer print-out shows what data from the Classroom Information Form that was completed last Fall is in the SRI data bank. There may be some BLANKS or discrepancies in some of the forms. Please make the necessary additions and changes according to the instructions. As Site Coordinator you are to see to it that these forms are completed as best possible before returning them to SRI.

2. Print-out of Fall 1970 Classroom Information Form: (Continued)

   b. The teacher is probably the best source of information. There are some additional questions in this form that were not present on the Fall Form. In this case, the questions must be answered for each child. If any new children were added to the class, the names must be added to the bottom of the list and all questions answered for each child as in the Fall. It is most important that the Classroom Information Form is fully completed or missing data explained. Refer to the instructions for further explanations on how to fill out the form properly.

3. CPSC's (California Pre-School Social Competency Scale):

   a. These are the same forms filled out by the teacher in the Fall. She is to fill out a form for each child in her class according to the procedure given on the instruction sheet. This includes the children from the Fall who are still in her class and any new children who have entered her class. The teacher does not fill out CPSC's for children who have left her class prior to April 1, 1971. If any one other than the teacher fills out one or more CPSC's her name and title must be entered in the space "Rated by". However, please make every effort to get CPSC's done by the teacher.

4. Packing Trunks for Return to SRI:

   a. If, when you are packing the completed test materials for return to SRI you find you cannot put everything back into the trunks, then you may discard the blank pads of paper and the pictures of the telephone poles. Use the packing material (foam) as shown in the packing diagram to prevent damage to the trunks. Put the trunk keys in the Site Coordinator Kit.

   b. When you pack to return your materials, please do not mix up forms from one class with another.

5. Testing Supervision:

   It is most important that you carefully check the testing procedures during the first two days so that you can correct any errors in administration and improve the testing environment if necessary. Try to sit in with each of your Auxiliary Battery Testers while she is testing. Tell your testers at the training sessions to expect you to sit in with them at least once during their testing for quality control.

8071-6
6 April 1971
SRI
CAS/elp

test level

ignore, for office use only.

10 GORDON - SPONSOR
10 HOUSTON TEXAS - COMMUNITY II
01 LIBERTY ROAD - CENTER
03 CORA OLDHAM - TEACHER 23 50 023 0 02323

CLASS PRINT-OUT

TESTERS NAMES ....
....

list the tester(s) names

testing order

SEQ NO	ID	NAME	CPSC	BLK 3D	BLK 4A	PSI	MI	** CCAS	** EIQ	STAN BINET	BBLY SORT	PARENT QUEST.
1	13		*	*	*	*	*					
2	1		*									
3	6		*	*	*	*	*					
4	17		*	*	*	*	*					
5	19		*									
6	14		*	*	*	*	*					
7	16		*	*	*	*	*					
8	15		*	*	*	*	*					
9	10		*	*	*	*	*					
10	7		*	*	*	*	*					
11	9			*	*	*	*					
12	4		*	*	*	*	*					
13	18		*	*	*	*	*					
14	5		*	*	*	*	*					
15	3		*	*	*	*	*					
16	11		*	*	*	*	*					
17	8			*	*	*	*					
18	2		*	*	*	*	*					
19	12		*	*	*	*	*					

Names deleted for this example

SAMPLE

Please return all Class Print-Outs to SRI at the end of testing.

** CCAS ** EIQ
These two tests are given to all children whic receive the Auxiliary Battery IF YOUR HEAD START DIRECTOR HAS APPROVED OF THEIR USE.

All children presently in class receive a CPSC. Add new children to this list and include a CPSC for each.

Only administer the Auxiliary Battery tests to children who have asterisks under at least one of the above tests. Children without any asterisks under the Auxiliary Battery - DO NOT RECEIVE THE TESTS - IE., I.D. 1 [redacted]

LEVEL III SITE COORDINATOR - GENERAL INSTRUCTIONS

1. Class Print-out (see example attached):

   a. This is a random order list of the children enrolled in each class in the Fall of 1970 and shows the tests they took. The children must be tested in the order on the print-out -- that is from the top of the print-out, to the bottom (column labled SEQ No). If a child is absent or has left the class, then you may go to the next child on the list. DO NOT SKIP AROUND PICKING ANY CHILD TO TEST EACH DAY. You must keep to the list. Pick up absent children on the first day they return, if you are still at the center. In the event you have finished at a particular center, but have missed a few children due to absences and you have time at the end of the test period (three weeks - no more) go back to the centers and test the children missed due to absences.

   b. You will receive 5 copies of the class print-out for your use. Give each teacher a copy of her class print-out. This print-out shows the children we know to have been in her Head Start class in the Fall of 1970, and for whom she must fill out a CPSC. She should list new children on the print-out (and complete CPSC's for them, also). If a child is no longer in her class she should explain why. You should keep one copy for yourself and make corrections of each class accordingly. The other copies are for the use of your Auxiliary Battery Testers and the 8-Block Trainer. PLEASE RETURN THE PRINT-OUTS TO US, AS THEY ARE HELPFUL IF YOU HAVE MADE ANY NOTES ON THEM.

   c. To determine which tests a child should receive look for the asterisks under each test heading. If there is an asterisk under any of the Auxiliary Battery tests, the child must be presented with all of the Auxiliary Battery tests. If there is an asterisk under the Stanford Binet - the child is to receive the Binet (do not substitute the 8-Block for a child scheduled to take a Binet and vice versa). If there is an asterisk under the 8-Block, there will also be an asterisk under the Parent Questionnaire. When the 8-Block is given, the Parent Questionnaire must be presented as well. You will know (by a previous memo dated April 7, 1971) if your Head Start Director has approved the use of the Ethnic Identity Questionnaire and/or the Children's Cultural Awareness Scale tests. These tests will be packed in your kit according to your Head Start Director's decision. If one or both of the tests have been approved every child who receives an Auxiliary Battery should be given the EIQ and/or CCAS. Disregard asterisks under EIQ and CCAS headings.

2. Print-out of Fall 1970 Classroom Information Form:

   a. This computer print-out shows what data from the Classroom Information Form that was completed last Fall is in the SRI data bank. There may be some BLANKS or discrepancies in some of the forms. Please make the necessary additions and changes according to the instructions. As Site Coordinator you are to see to it that these forms are completed as best possible before returning them to SRI.

2. Print-out of Fall 1970 Classroom Information Form: (Continued)

b. The teacher is probably the best source of information. There are some additional questions in this form that were not present on the Fall Form. In this case, the questions must be answered for each child. If any new children were added to the class, the names must be added to the bottom of the list and all questions answered for each child as in the Fall. It is most important that the Classroom Information Form is fully completed or missing data explained. Refer to the instructions for further explanations on how to fill out the form properly.

3. CPSC's (California Pre-School Social Competency Scale):

a. These are the same forms filled out by the teacher in the Fall. She is to fill out a form for each child in her class according to the procedure given on the instruction sheet. This includes the children from the Fall who are still in her class and any new children who have entered her class. The teacher does not fill out CPSC's for children who have left her class prior to April 1, 1971. If any one other than the teacher fills out one or more CPSC's her name and title must be entered in the space "Rated by". However, please make every effort to get CPSC's done by the teacher.

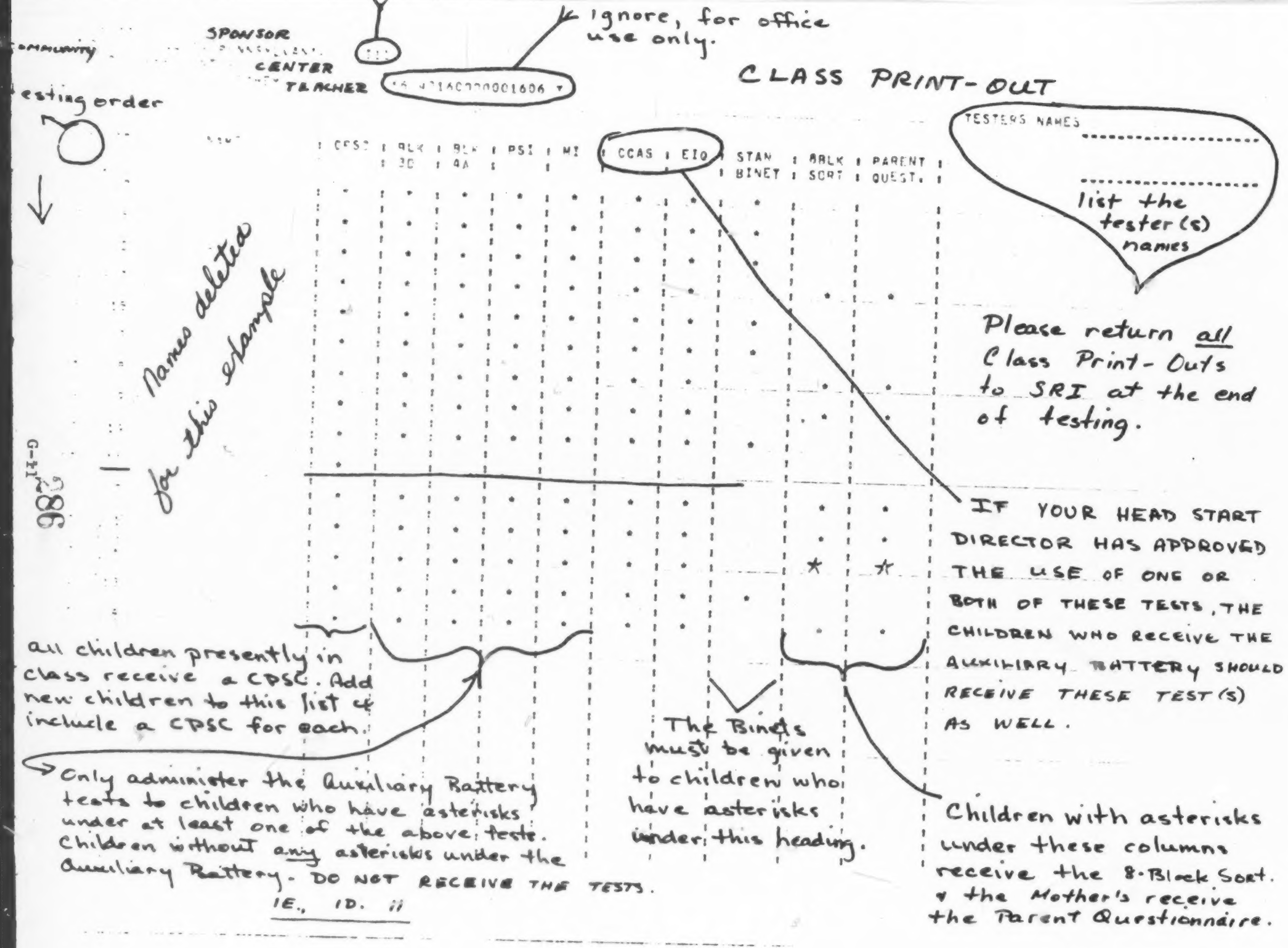
4. Packing Trunks for Return to SRI:

a. If, when you are packing the completed test materials for return to SRI you find you cannot put everything back into the trunks, then you may discard the blank pads of paper and the pictures of the telephone poles. Use the packing material (foam) as shown in the packing diagram to prevent damage to the trunks. Put the trunk keys in the Site Coordinator Kit.

b. When you pack to return your materials, please do not mix up forms from one class with another.

5. Testing Supervision:

It is most important that you carefully check the testing procedures during the first two days so that you can correct any errors in administration and improve the testing environment if necessary. Try to sit in with each of your Auxiliary Battery Testers while she is testing. Tell your testers at the training sessions to expect you to sit in with them at least once during their testing for quality control.



COMMUNITY

SPONSOR

CENTER

TEACHER [illegible]0001606

ignore, for office use only.

testing order

CLASS PRINT-OUT

TESTERS NAMES

list the tester(s) names

CPSC	BLK 3D	BLK 4A	PSI	MI	CCAS	EIQ	STAN BINET	BBLK SORT	PARENT QUEST.
•	•	•	•	•	•	•	•		
•	•	•	•	•	•	•	•		
•	•	•	•	•	•	•	•		
•	•	•	•	•	•	•		•	•
•	•	•	•	•	•	•	•		
•	•	•	•	•	•	•	•		
•	•	•	•	•	•	•		•	•
•	•	•	•	•	•	•		•	•
•	•	•	•	•	•	•	•		
•									
•	•	•	•	•	•	•		•	•
•	•	•	•	•	•	•		•	•
•	•	•	•	•	•	•		*	*
•	•	•	•	•	•	•	•		
•	•	•	•	•	•	•		•	•

Names deleted for this example

all children presently in class receive a CPSC. Add new children to this list & include a CPSC for each.

Only administer the Auxiliary Battery tests to children who have asterisks under at least one of the above tests. Children without any asterisks under the Auxiliary Battery - DO NOT RECEIVE THE TESTS.

IE., ID. 11

The Binets must be given to children who have asterisks under this heading.

Please return all Class Print-Outs to SRI at the end of testing.

IF YOUR HEAD START DIRECTOR HAS APPROVED THE USE OF ONE OR BOTH OF THESE TESTS, THE CHILDREN WHO RECEIVE THE AUXILIARY BATTERY SHOULD RECEIVE THESE TEST(S) AS WELL.

Children with asterisks under these columns receive the 8-Block Sort. & the Mother's receive the Parent Questionnaire.

GENERAL INSTRUCTIONS - AUXILIARY BATTERY TESTERS

All the materials that you receive in your Testing Kit must be returned regardless of the condition, with the exception of the blank pads of paper and the Draw-a-Line sheets. These may be discarded if you cannot pack the other test forms compactly in your Kit. Also, please pack your Kit away after each day and place it in a safe place for the next day of testing. No one is allowed to see any of your completed tests except your Site Coordinator. Do not give any BLANK test forms to anyone, either.

Reminders for Administering Your Test Battery

1. Individual Test Booklets

a. All information should be printed on the Test Booklets.

b. Times started and finished must be noted as well as the date.

c. Note on the test if a child has refused to be tested or was absent. If other difficulties arose to interfere with the testing, then an explanation must be entered in your tester's log.

d. Children who cannot be tested because of absenteeism should be tested when they return to class if you are still at the center. Otherwise return to the center for these children if there is time.

e. Children's names should be spelled as they appear on each Class Print-Out.

2. Record of Children Tested (yellow)

a. The two BLANK columns on the right hand side of the Form are for our use, please do NOT write in them. The column on the far left hand side of the Form is also for office use only.

b. Please print all entries made on this Form.

c. Please do not mix classes on this Form (but use 2 sheets per class if necessary). Also, testers should use separate sheets even if one class necessitates two testers. This procedure will assist us in keeping track of which testers tested which children.

d. All children who are tested are to be listed. Those children who are to be tested are listed on the Print-Out of Classes. Your Site Coordinator will instruct you on how to use this Form. List all children on the Record of Children Tested. If you don't test them, give the reason they were not tested (absent, refused, new child).

2. Record of Children Tested (Continued)

e. Be sure to write the language in which you test each child in the first column after their name.

f. Please be sure to check (✓) under the appropriate heading when a test has been completed for a child.

Please be sure to check with your Site Coordinator about all instructions we have given you. Your Site Coordinator will be able to instruct you further concerning the administration of your test battery.

Remember, your Site Coordinator has been instructed on all parts of the test battery to assist you if any questions arise that your general instructions do not answer.

8071-6
13 April 1971
SRI
CAS/elp

CHECKLIST FOR BINET TESTERS

☐ Read the Hertzig-Birch Scoring Manual (there are some changes from the Fall).

For each test:

☐ Administer and score the test (using Hertzig-Birch coding).

☐ Be sure to indicate whether a test was passed with "+" or "-" in the 'pass-fail' column of the Supplementary Worksheet.

☐ Be sure codes are entered in the Supplementary Worksheets for all Year-Level tests administered (including Basal and Ceiling Years).

☐ Complete front page of Supplementary Worksheet.

☐ Fill in Name, Examiner, Date of Test, School. Test Summary, and Factors Affecting Test Performance on the LM Form.

☐ Note unusual conditions, procedures, or outcomes in the Tester's Log.

☐ Place LM Form inside the Supplementary Worksheet.

8071-6
2 April 1971
SRI
PB/elp

Appendix H

RECORD OF TEST DATA AND INFORMATION FORMS TRANSMITTED TO HURON INSTITUTE

Appendix H

RECORD OF TEST DATA AND INFORMATION FORMS TRANSMITTED TO HURON INSTITUTE

The following data were sent to Huron Institute on the dates listed:

	Date Sent
(1) Data tapes sent to Huron	
• 1969-70 data tape (complete and including tape description)	June 8, 1971
• 1970-71 (including tape descriptions)	
- Fall	June 8, 1971
- Spring (Pupil test scores and demographic tape)	October 10, 1971
- TIF, PIF, AIF	October 1971
- Class observation tape	November 1971
• 1971-1972 (complete except for the class observation data tape to be analyzed by SRI)	September 18, 1971
(2) Additional data from 1971-72 sent to Huron	
• HS Directors Ratings of Teachers	August 3, 1972
• Sponsors Ratings of Teachers	August 3, 1972
• HSD Evaluation of Model and Implementation Report	August 3, 1972
• SRI Field Supervisors Report	September 28, 1972
• Detailed summaries of Site Coordinators logs	September 28, 1972
• Detailed Summaries of Testers logs	September 28, 1972
• Record of Tests administered, Fall 1972	September 28, 1972
• Specification of Tests to be administered, Spring 1972	September 28, 1972

• Code Book (Detailed test coding instructions and procedures (Fall and Spring))	September 28, 1972
• Pupil Transfer Records	September 28, 1972
• Tape Descriptions (Fall and Spring)	September 28, 1972
• Biographical data on Field Staff	September 28, 1972
• Copies of p.10 of PIF and p.5 of TIF for coding by Huron	September 28, 1972

(3) Copies of test batteries for the six test periods sent to:

• OCD	September 28, 1972
• Huron Institute	September 28, 1972
• Eric Clearing House (2 copies, including all materials such as trucks, crayons, wall boards, stimulus item booklets, etc.)	September 28, 1972

(4) The final HS data bank tape copies are retained in the SRI vault:

B5700 Tape Number	Tape Label	Contents
#295	HSFINI/PSR1407	*All data, Fall 1969-Spring 1970
#219	HSCOPY/PSR1407	Copy of tape #295
#240	HSFL70/PSR1407	*All data, Fall 1970
#281	TO8655/PSR1407	Copy of tape #240
#395	HSTEST/PSR1407	*All data, Spring 1971, except parent, teacher, and aide interviews
#418	HSTCOP/PSR1407	Copy of tape #395
#110	HSSP72/PSR1407	Spring 1971 parent, teacher, and aide interviews
#504	HSS71C/PSR1407	Copy of tape #110
#513	HSFL71/PSR1407	*All data, Fall 1971
#301	TO3732/PSR1407	Copy of tape #301
#320	HSSP72/PSR1407	*All data, Spring 1972
#455	TO5864/PSR1407	Copy of tape #301

* Tapes do not include classroom observation data.

All the tapes were written on the B5500 with the following specifications:

7 channel tape
556 BPI
Odd Parity
80 characters per record (card image)
100 records per block.

Appendix I

QUIZZES AND ANSWER SHEETS FOR SPRING 1972

Appendix I

QUIZZES AND ANSWER SHEETS FOR SPRING 1972

CONTENTS

Battery	Test	
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SRI

HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: WRAT

Instructions: Circle "T" if the statement is true or "F" if it is false.

General

Circle one

1. The time limits for the 8 sections of the test are the same and must be started after giving the child the instruction. T F

2. If the child does not respond, or does not hear you, you may repeat the entire instruction twice. T F

Copying Marks

3. If the child does not respond in one minute in the Copying Marks test, go on to the next test. T F

Name Spelling

4. In Name Spelling, if the child stops before finishing his name within one minute, you should encourage him by saying: GO AHEAD AND FINISH IT. T F

5. The time limit for the child to recognize each of the first two letters of his name is 15 seconds. T F

Recognizing and Naming Letters

6. If the child gets three letters wrong in a row, you should go on to Part II, Naming 13 Letters. T F

7. A correct answer gets a score of 1, a wrong answer gets a score of 2 and a zero is used for no response, "I don't know," or responding with a number. T F

Spelling

8. The time limit is 15 seconds per word after you have given the complete sentence for each word; however, if the child takes more than 15 seconds to write the word, you indicate this fact by checking the appropriate box. T F

9. If the child requests it, you may repeat the sentence which contains the word. T F

10. If the child misses 3 in a row, go on to the next section. T F

Dot Counting Circle one

11. The time limit for the child to count the dots is fifteen seconds. T F

12. The child must count and point to each dot in a row, i.e., he may not skip any dots in pointing. T F

13. You are to circle the last dot correctly counted and pointed to. T F

Reading Numbers and Arithmetic

14. If the number 17 is read as 1 and 7 by the child, it is scored correct. T F

15. The time limit is one minute for Part 1, Reading Numbers, and 1 minute for each of the questions asked in Part 2, Arithmetic. T F

16. You record the child's exact answer for all the arithmetic questions. T F

Arithmetic (Written Computation)

17. If the child does not write the answer "2" to the first problem (1 + 1 = ☐), discontinue this section and go on to the next test. T F

18. The time limit for each of the four arithmetic problems is 30 seconds. T F

Word Reading

19. This is a test of the child's ability to recognize words, not of pronunciation. T F

20. If the child misses the 2nd, 3rd and 4th words, you stop the test. T F

21. If the child changes his correct answer to an incorrect answer, you should score the word as wrong. T F

22. For the first two words, you should ask the child to say the word again if he makes an error. T F

Answers to Tester Quiz: WRAT

1. False. The time limits are not the same for all sections. However, all timing starts after the instructions are given to the child.

2. False. You may repeat the entire instruction once if the child does not respond or does not hear you.

3. True.

4. True.

5. False. The time limit is 10 seconds per letter. Remember, you are to use the first two recognizable letters, not necessarily the first two. If the child makes no response, enter NR in the space allowed for each letter.

6. False. You discontinue Part I, Recognizing 10 Letters, if the child has scored 3 zeros in a row; i.e., made no response, said "I don't know" or answered with a number.

7. True.

8. True.

9. False. You may repeat only the word, if the child requests it or you feel it is necessary (then start timing again).

10. True. Remember that missing a word means it was misspelled (letters reversed, added, omitted or substituted) or not written at all.

11. False. The time limit is one minute.

12. True.

13. True. You must also record the last number the child says aloud, even if it is the same as the dot you circled. Also, remember that the child is to tell how many dots there are and you record this, but some children may not remember this instruction, in which case you enter NR next to the line "How many dots there are."

14. False. The correct answer is seventeen, not "one seven" or "one and seven." *

15. False. In Part 2, note carefully that the first two questions together are to be done in 1 minute as are the 3rd and 4th questions. Each of the last three questions has a 1 minute limit.

16. False. The first two questions (SHOW ME THREE FINGERS and NOW SHOW ME EIGHT FINGERS) are only scored. For the remaining questions, enter the child's response and enter the score.

* On the score form, this reminder slipped down into Part 2.

17.	True.	You discontinue this section if the child fails to *write* the number "2." He may be able to answer verbally and *yet be* unable or unwilling to write it down. If he writes a "2", go on with examples B, C and D.
18.	True.	Go on to the next problem even if the child has not finished in the 30 seconds.
19.	True.	Make allowances for accents and speech defects.
20.	False.	The child *must* be presented the first 4 words. If he misses 3 in a row *after* the first four words, discontinue the test.
21.	True.	You score his *last* response.
22.	False.	Only on the first word do you ask him again, if he is wrong. Do not ask the child to repeat any other wrong answers unless you could not understand him, in which case it would be necessary to ask him to repeat the word.

HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: GUMPGOOKIES

Instructions: Circle "T" if the statement is true and "F" if it's false.

Circle one

1. On the Practice Items as well as the 27 Test Items, always point to the left-hand Gumpgookie or the top Gumpgookie, depending on the format of the page. T F
2. If the child is a girl, skip page iv of the introduction and read page v, then go on to the first Practice Item. If the child is a boy, read page iv but skip page v and go on to the first Practice Item. T F
3. On the Practice Items, if the child chooses the same Gumpgookies for both Sections 1 and 2, you still ask Section 3. T F
4. During the Test Items, you may periodically remind the child that his Gumpgookie is the one which does what he does, likes what he likes. T F
5. If the child appears not to understand an item, you may reword an item for him as long as you do not change the meaning and intent of the item. T F
6. The child should be encouraged to give an answer. The item may be repeated once as it is printed if the child does not answer after 5 seconds. T F
7. If the child misses Practice Item(s) on page(s) viii and/or ix, repeat the four Practice Items and score in the appropriate place on the score form. T F
8. The key words on the score form are for the tester's convenience only--they should not be emphasized in the reading of the items. T F

Answers to Tester Quiz: GUMPGOOKIES

1.	False.	Point to the Gumpgookie indicated in parentheses on the left of the description first, then to the other Gumpgookie.
2.	True.	
3.	False.	Only if his choices are not consistent.
4.	False.	Remind the child only on the Practice Items if he does not choose the same Gumpgookie.
5.	False.	Read the item exactly as printed.
6.	True.	You may repeat the item once in the Practice Items and once during the Test.
7.	True.	
8.	True.	However, the items should be read with expression, but not in a way that would influence the child's choice.

HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: PEABODY

Instructions: Circle "T" if the statement is true or "F" if it is false.

Circle one

1. If the child cannot understand the word you are saying, it is all right to use it in a sentence. T F
2. It is important to use the same phrase PUT YOUR FINGER ON _______ before saying each word. T F
3. If a child gets 2 correct, misses 1, gets 2 correct, misses 4, gets 1 correct, and misses 1, you should discontinue the test. T F
4. If a child points to the line between the pictures you should give him the benefit of the doubt and count it correct. T F
5. It is all right to encourage the child to point to one of the pictures. T F
6. If a child only looks at one corner of the page discontinue the test. T F
7. The time started and time finished are important in the analysis of the data, so you should always have a watch or clock available in order to record these times. T F
8. If a child asks you if he answered correctly, you should always tell him that he was right or wrong. T F
9. If the child has not learned to follow the test directions (pointing to the correct picture) after going through three trials, the test should be stopped. T F
10. If the child misses Question 26 you should go back to Question 1 and continue until he has six correct responses in a row. T F
11. SRI researchers never make mistakes. T F

Answers to Tester Quiz: PEABODY

1. False. You may pronounce the word more than once, but do not use it in a sentence, explain what it means, make it plural, or use "a" or "an" or "the" in front of the word.

2. False. So the child does not get bored, vary the introduction by saying "Show me" or "Point to" or "Find" or "Where is."

3. False. If he misses the next one, you would discontinue the test. However, at this point he has missed only 5 out of 8.

4. False. If you don't know for sure which picture he is pointing to, ask him which one he is pointing to.

5. True. It is O.K. for the child to guess, and he should be encouraged to continue pointing to the one he thinks is correct.

6. False. You should remind him to look carefully at all four pictures and if he still looks at only one corner, you should point to each picture and remind him to look at each one.

7. True. The length of time the test takes, the time of day the test was administered, and the date, are all important variables and are entered into the data bank.

8. False. You should simply tell him "That was a good answer," without telling him it was right or wrong.

9. False. You discontinue after four trials.

10. False. You begin at question 25 and if the child misses one question before you get to question 32 (8 questions) go backwards beginning at question 24 until he has 8 correct in a row. You now go back to the question after the one he first missed and continue testing until he misses six out of 8 in a row.

11. False. Please go through all of your score forms and make the following correction: Item 48, tumble, should be (2) instead of (1).

Head Start Planned Variation Evaluation, Spring '72

Tester Quiz: PEABODY Scoring

Instructions: In the five scoring examples shown below, assume the first ten items were correct and indicate if a test:

a. Was stopped at the correct point, or
b. Should have been continued, or
c. Went too far.

Example: 1.

(3) 3 △
(2) 2 ♧
(1) 2 ~~♡~~
(3) 3 ☆
(4) 4 ◇
(1) 1 ○

(2) 1 ~~□~~
(2) 1 ~~△~~
(4) 1 ~~♧~~
(2) 2 ♡
(4) 4 ☆
(3) 2 ~~◇~~
(3) 2 ~~○~~
(1) 2 ~~□~~
(2) 1 ~~△~~
(4) ____ ♧
(1) ____ ♡
(3) ____ ☆
(1) ____ ◇
(2) ____ ○
(3) ____ □
(4) ____ △
(2) ____ ♧

a. ☐
b. ☐
c. ☐

2.

(1) 1 ☆
(2) 1 ~~◇~~
(3) 2 ~~○~~
(1) 3 ~~□~~
(4) 3 ~~△~~
(3) 2 ~~♧~~
(4) 1 ~~♡~~
(2) ____ ☆
(4) ____ ◇
(2) ____ ○
(1) ____ □
(2) ____ △
(4) ____ ♧
(3) ____ ♡
(1) ____ ☆
(2) ____ ◇
(3) ____ ○
(4) ____ □
(3) ____ △

a. ☐
b. ☐
c. ☐

3.

(1) 1 □
(2) 1 ~~△~~
(3) 3 ♧

(2) 2 ♡
(4) 4 ☆
(1) 1 ◇
(3) 1 ~~○~~
(2) 3 ~~□~~
(3) 4 ~~△~~
(4) 4 ♧
(2) 2 ♡
(1) 2 ~~☆~~
(3) 1 ~~◇~~
(2) 1 ~~○~~
(1) 1 □
(1) 4 ~~△~~
(1) 4 ~~♧~~
(3) 2 ~~♡~~
(4) 1 ~~☆~~
(4) ____ ◇
(1) ____ ○
(1) ____ □

a. ☐
b. ☐
c. ☐

4.

(3) 3 ☆
(2) 2 ◇
(4) 1 ~~○~~
(1) 2 ~~□~~
(2) 2 △
(3) 3 ♧

(2) 1 ~~♡~~
(4) 4 ☆
(1) 2 ~~◇~~
(3) 3 ○
(2) 1 ~~□~~
(3) 3 △
(4) 3 ~~♧~~
(2) 2 ♡
(1) 2 ~~☆~~
(3) 1 ~~◇~~
(2) ____ ○
(1) ____ □
(1) ____ △

a. ☐
b. ☐
c. ☐

5.

(2) 2 □
(2) 1 ~~△~~
(1) 3 ~~♧~~
(2) 2 ♡
(4) 4 ☆
(3) 3 ◇
(3) 3 ○
(1) 2 ~~□~~
(2) 3 ~~△~~
(4) 4 ♧
(1) 2 ♡
(3) 1 ~~☆~~
(1) 2 ~~◇~~
(2) 2 ○
(3) 1 ~~□~~
(4) 1 ~~△~~
(2) 1 ~~♧~~
(2) ____ ♡
(4) ____ ☆

a. ☐
b. ☐
c. ☐

Example 6

In the example given below, what is the number of the next item to be administered? ________.

BEGIN TEST HERE

1	car	(4)		○
2	cow	(3)		□
3	baby	(1)		△
4	girl	(2)		✤
5	ball	(1)		♡
6	block	(3)		☆
7	clown	(2)		◊
8	key	(1)		○
9	can	(4)		□
10	chicken	(2)		△
11	blowing	(4)		✤
12	fan	(2)		♡
13	digging	(1)		☆
14	skirt	(1)		◊
15	catching	(4)		○
16	drum	(1)		□
17	leaf	(3)		△
18	tying	(4)		✤
19	fence	(1)		♡
20	bat	(2)		☆
21	bee	(4)		◊
22	bush	(3)		○
23	pouring	(1)		□
24	**sewing**	(1)		△
25	wiener	(4)	4	✤
26	teacher	(2)	2	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◊
29	kangaroo	(2)	2	○
30	accident	(3)	3	□
31	nest	(3)	3	△
32	caboose	(4)	4	✤
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	2	~~◊~~
34	picking	(2)		☆
35	badge	(1)		◊
36	goggles	(3)		○
37	peacock	(2)		□
38	queen	(3)		△
39	coach	(4)		✤
40	whip	(1)		♡
41	net	(4)		☆
42	freckle	(4)		◊
43	eagle	(3)		○
44	twist	(2)		□
45	shining	(4)		△
46	dial	(2)		✤
47	yawning	(2)		♡
48	tumble	(1)		☆
49	signal	(1)		◊
50	**capsule**	(1)		○
51	submarine	(4)		□
52	thermos	(4)		△
53	projector	(3)		✤
54	group	(4)		♡
55	tackling	(3)		☆
56	transportation	(1)		◊
57	counter	(1)		○
58	ceremony	(2)		□
59	pod	(3)		△
60	bronco	(4)		✤
61	directing	(3)		♡
62	funnel	(4)		☆
63	delight	(2)		◊
64	lecturer	(3)		○
65	communication	(2)		□
66	archer	(4)		△
67	stadium	(1)		✤
68	excavate	(1)		♡
69	assaulting	(4)		☆
70	stunt	(1)		◊
71	meringue	(1)		○
72	appliance	(3)		□
73	chemist	(4)		△
74	arctic (ark'-tik) (art'-ik)	(3)		✤
75	**destruction**	(4)		♡

Example 7

In the example given below, what is the number of the next item to be administered? ________

BEGIN TEST HERE

1	car	(4)		○
2	cow	(3)		□
3	baby	(1)		△
4	girl	(2)		✿
5	ball	(1)		♡
6	block	(3)		☆
7	clown	(2)		◊
8	key	(1)		○
9	can	(4)		□
10	chicken	(2)		△
11	blowing	(4)		✿
12	fan	(2)		♡
13	digging	(1)		☆
14	skirt	(1)	1	◊
15	catching	(4)	4	○
16	drum	(1)	1	□
17	leaf	(3)	3	△
18	tying	(4)	4	✿
19	fence	(1)	1	♡
20	bat	(2)	2	☆
21	bee	(4)	2	~~◊~~
22	bush	(3)	3	○
23	pouring	(1)	1	□
24	sewing	(1)	1	△
25	wiener	(4)	3	~~✿~~
26	teacher	(2)		♡
27	building	(3)		☆
28	arrow	(3)		◊
29	kangaroo	(2)		○
30	accident	(3)		□
31	nest	(3)		△
32	caboose	(4)		✿
33	envelope (en′-ve-lōp) (än′-ve-lōp) (812)	(1)		♡
34	picking	(2)		☆
35	badge	(1)		◊
36	goggles	(3)		○
37	peacock	(2)		□
38	queen	(3)		△
39	coach	(4)		✿
40	whip	(1)		♡
41	net	(4)		☆
42	freckle	(4)		◊
43	eagle	(3)		○
44	twist	(2)		□
45	shining	(4)		△
46	dial	(2)		✿
47	yawning	(2)		♡
48	tumble	(1)		☆
49	signal	(1)		◊
50	**capsule**	**(1)**		○
51	submarine	(4)		□
52	thermos	(4)		△
53	projector	(3)		✿
54	group	(4)		♡
55	tackling	(3)		☆
56	transportation	(1)		♡
57	counter	(1)		○
58	ceremony	(2)		□
59	pod	(3)		△
60	bronco	(4)		✿
61	directing	(3)		♡
62	funnel	(4)		☆
63	delight	(2)		◊
64	lecturer	(3)		○
65	communication	(2)		□
66	archer	(4)		△
67	stadium	(1)		✿
68	excavate	(1)		♡
69	assaulting	(4)		☆
70	stunt	(1)		◊
71	meringue	(1)		○
72	appliance	(3)		□
73	chemist	(4)		△
74	arctic (ark′-tik) (art′-ik)	(3)		✿
75	**destruction**	**(4)**		♡

Example 8

In the example given below, what is the number of the next item to be administered? ________

BEGIN TEST HERE

1	car	(4)	____	○
2	cow	(3)	____	□
3	baby	(1)	____	△
4	girl	(2)	____	✤
5	ball	(1)	____	♡
6	block	(3)	____	☆
7	clown	(2)	____	◊
8	key	(1)	____	○
9	can	(4)	____	□
10	chicken	(2)	____	△
11	blowing	(4)	____	✤
12	fan	(2)	____	♡
13	digging	(1)	____	☆
14	skirt	(1)	____	◊
15	catching	(4)	____	○
16	drum	(1)	____	□
17	leaf	(3)	____	△
18	tying	(4)	____	✤
19	fence	(1)	____	♡
20	bat	(2)	____	☆
21	bee	(4)	4	◊
22	bush	(3)	3	○
23	pouring	(1)	1	□
24	sewing	(1)	1	△
25	wiener	(4)	4	✤
26	teacher	(2)	2	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◊
29	kangaroo	(2)	1	~~○~~
30	accident	(3)	____	□
31	nest	(3)	____	△
32	caboose	(4)	____	✤
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	____	♡
34	picking	(2)	____	☆
35	badge	(1)	____	◊
36	goggles	(3)	____	○
37	peacock	(2)	____	□
38	queen	(3)	____	△
39	coach	(4)	____	✤
40	whip	(1)	____	♡
41	net	(4)	____	☆
42	freckle	(4)	____	◊
43	eagle	(3)	____	○
44	twist	(2)	____	□
45	shining	(4)	____	△
46	dial	(2)	____	✤
47	yawning	(2)	____	♡
48	tumble	(1)	____	☆
49	signal	(1)	____	◊
50	**capsule**	(1)	____	○
51	submarine	(4)	____	□
52	thermos	(4)	____	△
53	projector	(3)	____	✤
54	group	(4)	____	♡
55	tackling	(3)	____	☆
56	transportation	(1)	____	◊
57	counter	(1)	____	○
58	ceremony	(2)	____	□
59	pod	(3)	____	△
60	bronco	(4)	____	✤
61	directing	(3)	____	♡
62	funnel	(4)	____	☆
63	delight	(2)	____	◊
64	lecturer	(3)	____	○
65	communication	(2)	____	□
66	archer	(4)	____	△
67	stadium	(1)	____	✤
68	excavate	(1)	____	♡
69	assaulting	(4)	____	☆
70	stunt	(1)	____	◊
71	meringue	(1)	____	○
72	appliance	(3)	____	□
73	chemist	(4)	____	△
74	arctic (ark'-tik) (art'-ik)	(3)	____	✤
75	**destruction**	(4)	____	♡

Example 9

In the example given below, what is the number of the next item to be administered? ________

BEGIN TEST HERE

1	car	(4)	____	○
2	cow	(3)	____	□
3	baby	(1)	____	△
4	girl	(2)	____	✤
5	ball	(1)	____	♡
6	block	(3)	____	☆
7	clown	(2)	____	◇
8	key	(1)	____	○
9	can	(4)	____	□
10	chicken	(2)	____	△
11	blowing	(4)	____	✤
12	fan	(2)	____	♡
13	digging	(1)	____	☆
14	skirt	(1)	____	◇
15	catching	(4)	____	○
16	drum	(1)	____	□
17	leaf	(3)	____	△
18	tying	(4)	____	✤
19	fence	(1)	____	♡
20	hat	(2)	____	☆
21	bee	(4)	____	◇
22	bush	(3)	____	○
23	pouring	(1)	____	□
24	**sewing**	(1)	____	△

25	wiener	(4)	4	✤
26	teacher	(2)	2	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◇
29	kangaroo	(2)	2	○
30	accident	(3)	3	□
31	nest	(3)	1 /	△
32	caboose	(4)	____	✤
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	____	♡
34	picking	(2)	____	☆
35	badge	(1)	____	◇
36	goggles	(3)	____	○
37	peacock	(2)	____	□
38	queen	(3)	____	△
39	coach	(4)	____	✤
40	whip	(1)	____	♡
41	net	(4)	____	☆
42	freckle	(4)	____	◇
43	eagle	(3)	____	○
44	twist	(2)	____	□
45	shining	(4)	____	△
46	dial	(2)	____	✤
47	yawning	(2)	____	♡
48	tumble	(1)	____	☆
49	signal	(1)	____	◇
50	**capsule**	(1)	____	○

51	submarine	(4)	____	□
52	thermos	(4)	____	△
53	projector	(3)	____	✤
54	group	(4)	____	♡
55	tackling	(3)	____	☆
56	transportation	(1)	____	◇
57	counter	(1)	____	○
58	ceremony	(2)	____	□
59	pod	(3)	____	△
60	bronco	(4)	____	✤
61	directing	(3)	____	♡
62	funnel	(4)	____	☆
63	delight	(2)	____	◇
64	lecturer	(3)	____	○
65	communication	(2)	____	□
66	archer	(4)	____	△
67	stadium	(1)	____	✤
68	excavate	(1)	____	♡
69	assaulting	(4)	____	☆
70	stunt	(1)	____	◇
71	meringue	(1)	____	○
72	appliance	(3)	____	□
73	chemist	(4)	____	△
74	arctic (ark'-tik) (art'-ik)	(3)	____	✤
75	**destruction**	(4)	____	♡

Example 10

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✣
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	2	◇
8	key	(1)	2	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	4	✣
12	fan	(2)	2	♡
13	digging	(1)	1	☆
14	skirt	(1)	1	◇
15	catching	(4)	4	○
16	drum	(1)	2	□
17	leaf	(3)	3	△
18	tying	(4)	4	✣
19	fence	(1)	3	♡
20	bat	(2)	4	☆
21	bee	(4)	4	◇
22	bush	(3)	3	○
23	pouring	(1)	1	□
24	sewing	(1)	1	△
25	wiener	(4)	4	✣
26	teacher	(2)	2	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◇
29	kangaroo	(2)	1	○
30	accident	(3)	3	□
31	nest	(3)	2	△
32	caboose	(4)	4	✣
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	1	♡
34	picking	(2)	2	☆
35	badge	(1)	4	◇
36	goggles	(3)	3	○
37	peacock	(2)	2	□
38	queen	(3)	3	△
39	coach	(4)	4	✣
40	whip	(1)	1	♡
41	net	(4)	4	☆
42	freckle	(4)	4	◇
43	eagle	(3)	3	○
44	twist	(2)	1	□
45	shining	(4)	3	△
46	dial	(2)	4	✣
47	yawning	(2)	1	♡
48	tumble	(1)	2	☆
49	signal	(1)	1	◇
50	capsule	(1)	3	○
51	submarine	(4)	4	□
52	thermos	(4)	4	△
53	projector	(3)	3	✣
54	group	(4)	4	♡
55	tackling	(3)	3	☆
56	transportation	(1)	2	◇
57	counter	(1)	2	○
58	ceremony	(2)	4	□
59	pod	(3)	4	△
60	bronco	(4)	3	✣
61	directing	(3)	2	♡
62	funnel	(4)	1	☆
63	delight	(2)	1	◇
64	lecturer	(3)	2	○
65	communication	(2)	2	□
66	archer	(4)	1	△
67	stadium	(1)	2	✣
68	excavate	(1)	4	♡
69	assaulting	(4)	4	☆
70	stunt	(1)	1	◇
71	meringue	(1)	2	○
72	appliance	(3)	2	□
73	chemist	(4)	3	△
74	arctic (ark'-tik) (art'-ik)	(3)	4	✣
75	destruction	(4)	4	♡

Example 11

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✤
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	2	◇
8	key	(1)	1	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	3	✤
12	fan	(2)	2	♡
13	digging	(1)	2	☆
14	skirt	(1)	2	◇
15	catching	(4)	4	○
16	drum	(1)	1	□
17	leaf	(3)	3	△
18	tying	(4)	4	✤
19	fence	(1)	1	♡
20	bat	(2)	2	☆
21	bee	(4)	4	◇
22	bush	(3)	3	○
23	pouring	(1)	2	□
24	sewing	(1)	4	△
25	wiener	(4)	4	✤
26	teacher	(2)	2	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◇
29	kangaroo	(2)	2	○
30	accident	(3)	3	□
31	nest	(3)	3	△
32	caboose	(4)	4	✤
33	envelope (en′-ve-lōp) (än′-ve-lōp) (812)	(1)	4	♡
34	picking	(2)	3	☆
35	badge	(1)	1	◇
36	goggles	(3)	3	○
37	peacock	(2)	1	□
38	queen	(3)	1	△
39	coach	(4)	3	✤
40	whip	(1)	2	♡
41	net	(4)	4	☆
42	freckle	(4)	4	◇
43	eagle	(3)	4	○
44	twist	(2)	3	□
45	shining	(4)	2	△
46	dial	(2)	1	✤
47	yawning	(2)	1	♡
48	tumble	(1)	2	☆
49	signal	(1)	2	◇
50	capsule	(1)	3	○
51	submarine	(4)	1	□
52	thermos	(4)	4	△
53	projector	(3)	3	✤
54	group	(4)	1	♡
55	tackling	(3)	3	☆
56	transportation	(1)	1	◇
57	counter	(1)	1	○
58	ceremony	(2)	4	□
59	pod	(3)	2	△
60	bronco	(4)	4	✤
61	directing	(3)	3	♡
62	funnel	(4)	3	☆
63	delight	(2)	1	◇
64	lecturer	(3)	2	○
65	communication	(2)	2	□
66	archer	(4)	3	△
67	stadium	(1)	2	✤
68	excavate	(1)	4	♡
69	assaulting	(4)	3	☆
70	stunt	(1)	2	◇
71	meringue	(1)	1	○
72	appliance	(3)	2	□
73	chemist	(4)	3	△
74	arctic (ark′-tik) (art′-ik)	(3)	1	✤
75	destruction	(4)	3	♡

Example 12

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✤
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	1	◇
8	key	(1)	1	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	4	✤
12	fan	(2)	2	♡
13	digging	(1)	1	☆
14	skirt	(1)	1	◇
15	catching	(4)	3	○
16	drum	(1)	1	□
17	leaf	(3)	3	△
18	tying	(4)	4	✤
19	fence	(1)	1	♡
20	bat	(2)	2	☆
21	bee	(4)	4	◇
22	bush	(3)	3	○
23	pouring	(1)	1	□
24	sewing	(1)	2	△
25	wiener	(4)	3	✤
26	teacher	(2)	2	♡
27	building	(3)	2	☆
28	arrow	(3)	2	◇
29	kangaroo	(2)	1	○
30	accident	(3)	3	□
31	nest	(3)	4	△
32	caboose	(4)	1	✤
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	2	♡
34	picking	(2)	3	☆
35	badge	(1)	1	◇
36	goggles	(3)	3	○
37	peacock	(2)	3	□
38	queen	(3)	2	△
39	coach	(4)	1	✤
40	whip	(1)	1	♡
41	net	(4)	4	☆
42	freckle	(4)	1	◇
43	eagle	(3)	2	○
44	twist	(2)	3	□
45	shining	(4)	2	△
46	dial	(2)	3	✤
47	yawning	(2)	1	♡
48	tumble	(1)	2	☆
49	signal	(1)	2	◇
50	capsule	(1)	4	○
51	submarine	(4)	4	□
52	thermos	(4)	4	△
53	projector	(3)	1	✤
54	group	(4)	4	♡
55	tackling	(3)	2	☆
56	transportation	(1)	1	◇
57	counter	(1)	1	○
58	ceremony	(2)	3	□
59	pod	(3)	3	△
60	bronco	(4)	4	✤
61	directing	(3)	4	♡
62	funnel	(4)	4	☆
63	delight	(2)	4	◇
64	lecturer	(3)	2	○
65	communication	(2)	3	□
66	archer	(4)	4	△
67	stadium	(1)	1	✤
68	excavate	(1)	2	♡
69	assaulting	(4)	1	☆
70	stunt	(1)	2	◇
71	meringue	(1)	2	○
72	appliance	(3)	1	□
73	chemist	(4)	1	△
74	arctic (ark'-tik) (art'-ik)	(3)	4	✤
75	destruction	(4)	2	♡

Example 13

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✤
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	2	◇
8	key	(1)	1	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	4	✤
12	fan	(2)	2	♡
13	digging	(1)	1	☆
14	skirt	(1)	1	◇
15	catching	(4)	4	○
16	drum	(1)	1	□
17	leaf	(3)	3	△
18	tying	(4)	4	✤
19	fence	(1)	1	♡
20	bat	(2)	2	☆
21	bee	(4)	4	◇
22	bush	(3)	3	○
23	pouring	(1)	2	□
24	sewing	(1)	1	△

25	wiener	(4)	4	✤
26	teacher	(2)	2	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◇
29	kangaroo	(2)	2	○
30	accident	(3)	3	□
31	nest	(3)	3	△
32	caboose	(4)	4	✤
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	3	♡
34	picking	(2)	4	☆
35	badge	(1)	1	◇
36	goggles	(3)	3	○
37	peacock	(2)	2	□
38	queen	(3)	3	△
39	coach	(4)	4	✤
40	whip	(1)	1	♡
41	net	(4)	4	☆
42	freckle	(4)	4	◇
43	eagle	(3)	3	○
44	twist	(2)	2	□
45	shining	(4)	1	△
46	dial	(2)	2	✤
47	yawning	(2)	2	♡
48	tumble	(1)	1	☆
49	signal	(1)	1	◇
50	capsule	(1)	1	○

51	submarine	(4)	1	□
52	thermos	(4)	4	△
53	projector	(3)	3	✤
54	group	(4)	2	♡
55	tackling	(3)	2	☆
56	transportation	(1)	3	◇
57	counter	(1)	1	○
58	ceremony	(2)	1	□
59	pod	(3)	4	△
60	bronco	(4)	4	✤
61	directing	(3)	3	♡
62	funnel	(4)	3	☆
63	delight	(2)	1	◇
64	lecturer	(3)	1	○
65	communication	(2)	1	□
66	archer	(4)	2	△
67	stadium	(1)	2	✤
68	excavate	(1)	2	♡
69	assaulting	(4)	4	☆
70	stunt	(1)	3	◇
71	meringue	(1)	1	○
72	appliance	(3)	1	□
73	chemist	(4)	2	△
74	arctic (ark'-tik) (art'-ik)	(3)	4	✤
75	destruction	(4)	4	♡

Example 14

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✚
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	2	◇
8	key	(1)	1	○
9	can	(4)	2	□
10	chicken	(2)	2	△
11	blowing	(4)	1	✚
12	fan	(2)	2	♡
13	digging	(1)	1	☆
14	skirt	(1)	1	◇
15	catching	(4)	4	○
16	drum	(1)	2	□
17	leaf	(3)	3	△
18	tying	(4)	4	✚
19	fence	(1)	1	♡
20	bat	(2)	2	☆
21	bee	(4)	4	◇
22	bush	(3)	2	○
23	pouring	(1)	1	□
24	sewing	(1)	4	△
25	wiener	(4)	2	✚
26	teacher	(2)	3	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◇
29	kangaroo	(2)	2	○
30	accident	(3)	3	□
31	nest	(3)	3	△
32	caboose	(4)	4	✚
33	envelope (en'-ve-lōp) (an'-ve-lōp) (812)	(1)	1	♡
34	picking	(2)	1	☆
35	badge	(1)	2	◇
36	goggles	(3)	2	○
37	peacock	(2)	1	□
38	queen	(3)	1	△
39	coach	(4)	3	✚
40	whip	(1)	4	♡
41	net	(4)	4	☆
42	freckle	(4)	3	◇
43	eagle	(3)	1	○
44	twist	(2)	1	□
45	shining	(4)	1	△
46	dial	(2)	3	✚
47	yawning	(2)	3	♡
48	tumble	(1)	4	☆
49	signal	(1)	1	◇
50	capsule	(1)	4	○
51	submarine	(4)	1	□
52	thermos	(4)	1	△
53	projector	(3)	3	✚
54	group	(4)	2	♡
55	tackling	(3)	2	☆
56	transportation	(1)	2	◇
57	counter	(1)	4	○
58	ceremony	(2)	2	□
59	pod	(3)	4	△
60	bronco	(4)	2	✚
61	directing	(3)	1	♡
62	funnel	(4)	4	☆
63	delight	(2)	3	◇
64	lecturer	(3)	3	○
65	communication	(2)	1	□
66	archer	(4)	4	△
67	stadium	(1)	2	✚
68	excavate	(1)	1	♡
69	assaulting	(4)	3	☆
70	stunt	(1)	2	◇
71	meringue	(1)	4	○
72	appliance	(3)	4	□
73	chemist	(4)	1	△
74	arctic (ark'-tik) (art'-ik)	(3)	1	✚
75	destruction	(4)	1	♡

Example 15

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✣
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	2	◇
8	key	(1)	1	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	4	✣
12	fan	(2)	1	♡
13	digging	(1)	1	☆
14	skirt	(1)	1	◇
15	catching	(4)	3	○
16	drum	(1)	1	□
17	leaf	(3)	3	△
18	tying	(4)	2	✣
19	fence	(1)	4	♡
20	bat	(2)	1	☆
21	bee	(4)	1	◇
22	bush	(3)	3	○
23	pouring	(1)	3	□
24	sewing	(1)	2	△

25	wiener	(4)	2	✣
26	teacher	(2)	2	♡
27	building	(3)	2	☆
28	arrow	(3)	1	◇
29	kangaroo	(2)	1	○
30	accident	(3)	2	□
31	nest	(3)	3	△
32	caboose	(4)	4	✣
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	2	♡
34	picking	(2)	3	☆
35	badge	(1)	1	◇
36	goggles	(3)	2	○
37	peacock	(2)	1	□
38	queen	(3)	4	△
39	coach	(4)	4	✣
40	whip	(1)	1	♡
41	net	(4)	2	☆
42	freckle	(4)	2	◇
43	eagle	(3)	2	○
44	twist	(2)	1	□
45	shining	(4)	4	△
46	dial	(2)	2	✣
47	yawning	(2)	3	♡
48	tumble	(1)	3	☆
49	signal	(1)	1	◇
50	capsule	(1)	2	○

51	submarine	(4)	4	□
52	thermos	(4)	4	△
53	projector	(3)	2	✣
54	group	(4)	4	♡
55	tackling	(3)	1	☆
56	transportation	(1)	2	◇
57	counter	(1)	2	○
58	ceremony	(2)	2	□
59	pod	(3)	2	△
60	bronco	(4)	1	✣
61	directing	(3)	3	♡
62	funnel	(4)	1	☆
63	delight	(2)	1	◇
64	lecturer	(3)	1	○
65	communication	(2)	2	□
66	archer	(4)	3	△
67	stadium	(1)	1	✣
68	excavate	(1)	2	♡
69	assaulting	(4)	4	☆
70	stunt	(1)	2	◇
71	meringue	(1)	3	○
72	appliance	(3)	2	□
73	chemist	(4)	1	△
74	arctic (ark'-tik) (art'-ik)	(3)	1	✣
75	destruction	(4)	1	♡

Example 16

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b.. Circle the last item number that should have been given.

BEGIN TEST HERE

1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	✤
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	1	◊
8	key	(1)	1	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	4	✤
12	fan	(2)	3	♡
13	digging	(1)	2	☆
14	skirt	(1)	1	◊
15	catching	(4)	3	○
16	drum	(1)	1	□
17	leaf	(3)	3	△
18	tying	(4)	1	✤
19	fence	(1)	1	♡
20	bat	(2)		☆
21	bee	(4)	1	◊
22	bush	(3)	1	○
23	pouring	(1)	1	□
24	sewing	(1)	1	△

25	wiener	(4)	4	✤
26	teacher	(2)	3	♡
27	building	(3)	3	☆
28	arrow	(3)	3	◊
29	kangaroo	(2)	1	○
30	accident	(3)	4	□
31	nest	(3)	4	△
32	caboose	(4)	4	✤
33	envelope (en'-ve-lōp) (än'-ve-lōp) (812)	(1)	4	♡
34	picking	(2)	3	☆
35	badge	(1)	2	◊
36	goggles	(3)	1	○
37	peacock	(2)	2	□
38	queen	(3)	2	△
39	coach	(4)	4	✤
40	whip	(1)	1	♡
41	net	(4)	1	☆
42	freckle	(4)	1	◊
43	eagle	(3)	3	○
44	twist	(2)	2	□
45	shining	(4)	3	△
46	dial	(2)	2	✤
47	yawning	(2)	3	♡
48	tumble	(1)	1	☆
49	signal	(1)	4	◊
50	capsule	(1)	2	○

51	submarine	(4)	2	□
52	thermos	(4)	4	△
53	projector	(3)	2	✤
54	group	(4)	4	♡
55	tackling	(3)	1	☆
56	transportation	(1)	2	◊
57	counter	(1)	2	○
58	ceremony	(2)	2	□
59	pod	(3)	3	△
60	bronco	(4)	3	✤
61	directing	(3)	2	♡
62	funnel	(4)	1	☆
63	delight	(2)	2	◊
64	lecturer	(3)	1	○
65	communication	(2)	3	□
66	archer	(4)	2	△
67	stadium	(1)	1	✤
68	excavate	(1)	1	♡
69	assaulting	(4)	1	☆
70	stunt	(1)	4	◊
71	meringue	(1)	4	○
72	appliance	(3)	4	□
73	chemist	(4)	1	△
74	arctic (ark'-tik) (art'-ik)	(3)	1	✤
75	destruction	(4)	2	♡

Example 17

Instructions: Here is an example in which too many items were presented to a child.

a. Circle the lowest item number that should have been given.
b. Circle the last item number that should have been given.

BEGIN TEST HERE

25	wiener	(4)	4	♧
1	car	(4)	4	○
2	cow	(3)	3	□
3	baby	(1)	1	△
4	girl	(2)	2	♧
5	ball	(1)	1	♡
6	block	(3)	3	☆
7	clown	(2)	3	◊
8	key	(1)	1	○
9	can	(4)	4	□
10	chicken	(2)	2	△
11	blowing	(4)	1	♧
12	fan	(2)	2	♡
13	digging	(1)	1	☆
14	skirt	(1)	1	◊
15	catching	(4)	4	○
16	drum	(1)	4	□
17	leaf	(3)	3	△
18	tying	(4)	4	♧
19	fence	(1)	1	♡
20	bat	(2)	1	☆
21	bee	(4)	2	◊
22	bush	(3)	2	○
23	pouring	(1)	4	□
24	sewing	(1)	4	△
26	teacher	(2)	2	♡
27	building	(3)	2	☆
28	arrow	(3)	3	◊
29	kangaroo	(2)	1	○
30	accident	(3)	1	□
31	nest	(3)	3	△
32	caboose	(4)	2	♧
33	envelope (en'-ve-lōp) (812)	(1) (än'-ve-lōp)	2	♡
34	picking	(2)	1	☆
35	badge	(1)	1	◊
36	goggles	(3)	1	○
37	peacock	(2)	2	□
38	queen	(3)	3	△
39	coach	(4)	3	♧
40	whip	(1)	1	♡
41	net	(4)	4	☆
42	freckle	(4)	2	◊
43	eagle	(3)	2	○
44	twist	(2)	2	□
45	shining	(4)	1	△
46	dial	(2)	2	♧
47	yawning	(2)	1	♡
48	tumble	(1)	1	☆
49	signal	(1)	3	◊
50	**capsule**	(1)	1	○
51	submarine	(4)	4	□
52	thermos	(4)	2	△
53	projector	(3)	1	♧
54	group	(4)	4	♡
55	tackling	(3)	1	☆
56	transportation	(1)	1	◊
57	counter	(1)	2	○
58	ceremony	(2)	2	□
59	pod	(3)	2	△
60	bronco	(4)	3	♧
61	directing	(3)	4	♡
62	funnel	(4)	4	☆
63	delight	(2)	1	◊
64	lecturer	(3)	1	○
65	communication	(2)	2	□
66	archer	(4)	1	△
67	stadium	(1)	2	♧
68	excavate	(1)	2	♡
69	assaulting	(4)	3	☆
70	stunt	(1)	1	◊
71	meringue	(1)	2	○
72	appliance	(3)	1	□
73	chemist	(4)	3	△
74	arctic (ark'-tik) (art'-ik)	(3)	4	♧
75	destruction	(4)	1	♡

Answers to PEABODY Scoring Quiz

Example	Answer
1.	c
2.	a
3.	c
4.	b
5.	c
6.	Item 34
7.	Item 13
8.	Item 30
9.	Item 24
10.	Lowest item = 21; last item = 50
11.	Lowest item = 25; last item = 40
12.	Lowest item = 16; last item = 31
13.	Lowest item = 25; last item = 65
14.	Lowest item = 1; last item = 39
15.	Lowest item = 4; last item = 4 (because the child had missed 6 out of 8 between items 17 and 24)
16.	Lowest item = 1; last item = 35 (Notice that the child never did answer 8 items in a row before reaching item 1. The test was continued, however, from item 27 until the child missed 6 out of 8.
17.	Lowest item = 1; last item = 1 (Here is a case where the child did not get 8 in a row, but had missed 6 out of 8 in going back to item 1, i.e., between items 20 and 27.

REMINDER!

PEABODY Testing Procedure Possibilities . . . . . .

The PEABODY is continued until a child misses 6 out of 8 successive items. Assuming that the child would have passed all the items 1 through 24, each child is started on item 25 in order to shorten the testing time.

However, the items beginning with 25 may be too difficult for some children and thus a set of rules are given to cover the various conditions that can arise:

BEGIN THE TEST ON ITEM 25, and

1. If the child gets items 25 through 32 correct, continue the test until the child misses 6 out of 8 items, or (See Quiz Examples 11 and 13)

2. If the child misses any item from 25 through 32, go back to item 24, then item 23, and so on, until

   a. Child gets 8 correct in a row, then

      a) Go back to the item first missed and continue the test until the child misses 6 out of 8, or (See Quiz Examples 10 and 12)

      b) Discontinue the test if the child has already missed 6 out of 8. (See Quiz Example 15)

   b. You have asked items 24 through 1 and the child does not get 8 correct in a row, then

      a) Go back to the item first missed and continue the test until the child misses 6 out of 8, or (See Quiz Example 16)

      b) Discontinue the test if the child has already missed 6 out of 8. (See Quiz Example 17)

HEAD START PLANNED VARIATION EVALUATION, Spring 1972

Tester Quiz: PRE-SCHOOL INVENTORY

Instructions: Circle "T" if the statement is true of "F" if it is false.

Circle One

1. Keep the cars, boxes, checkers, etc. on the table where you are testing the child. T F
2. The first two questions on the PSI are practice items. T F
3. When scoring, a (v) behind the code always means that the child has said something. T F
4. If to any question, the child says "can you help me" and you say, "I bet you know the answer," and then the child goes ahead and tells you the correct answer, you should circle A(v) and C(v). T F
5. If it is necessary to use any additional questions, such as "What else do we call it?" you should indicate that you asked an additional question by "Q" in the "Child's Response column." T F
6. When you aren't sure how to score an answer, use your best judgment and score as you think it should be. T F
7. In Question 6 you ask the child to "Put the blue car under the green box" and he puts the yellow car under the green box, you would count it as right because he chose the green box. T F
8. If you ask the child to color the triangle orange, and he colors the square orange, you would score item 31 "W" and item 32 "C". T F
9. If you know a child's name there is no need to check with the teacher to verify it or to write it in the "Child's Response Column." T F

Answers to Tester Quiz: PRE-SCHOOL INVENTORY

1. False. All material should be kept in a bag, out of sight, except when you are working with the material.

2. False. There are no practice items. Remember, however, that you do demonstrate how a swing goes (up and down and back and forth) before asking questions 12 and 13.

3. True. (v) stands for verbal, which means that the child has said something.

4. False. You would only score the last answer given, in this case circle C(v).

5. True. If we see a "Q" in the "Child's Response" column we know that the child did not give a complete answer in response to your original question, and it was necessary for you to find out more in order to score the item.

6. False. When you aren't sure (and after further questioning you still aren't sure) write down what the child said-Q-what the child said in response to your additional question, and then code it the way you think it should be -- this gives us a chance to agree with your scoring or perhaps change it.

7. False. In items 5,6, and 7, both parts must be correct.

8. True. In items 29-20 and 31-32, the color, the shape, or both can be right or wrong because they are scored separately.

9. False. Not only is it necessary to make certain of a child's name -- on this test you must also find out his nickname.

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HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: ETS ENUMERATION

Instructions: Circle "T" if the statement is true or "F" if it is false.

Circle one

1. In Part A, the question "Any pointing?" on the score form refers to the child pointing either when he is asked to COUNT THESE CIRCLES OUT LOUD or when he is asked NOW TELL ME HOW MANY CIRCLES THERE ARE. T F

2. In Practice Item 1-A, if the child does not count the circles you should count them and tell him how many there are. T F

3. In Part B, when you are asked to record whether the child pointed from right to left or from left to right, we are referring to the child's right or left. T F

4. In Part B the child is expected to touch each circle just once. When it is necessary to prompt him to do this, you should indicate "P" under comments for that item. T F

5. If a child is having trouble turning the pages (Part B), it is all right to help him. T F

6. In the Part C practice item, if the child points to "b" when you say, PUT YOUR FINGER ON THE PICTURE THAT HAS JUST AS MANY MICE AS THIS ONE, you should go on to 13-C. T F

7. In the 2 practice items of Part C, if the child has not responded or if he has responded incorrectly, you should show him the correct picture. T F

8. There are 3 "Parts" to this test:
   Part A: Counting items (items 1-4)
   Part B: Pointing to and touching items (items 5-11)
   Part C: Same number, (items 12-21)
   Same order (items 21-27) T F

9. The Enumeration is a non-verbal test. The child is only required to point. T F

10. This test should take an average of 12 to 15 minutes to complete. T F

Answers to Tester Quiz: ETS ENUMERATION

1. False. "Any pointing?" refers to only the last part of the item, NOW TELL ME HOW MANY CIRCLES THERE ARE.

2. False. Even if the child says nothing, you should go on to Begin Test. However, this is only true in Part A. You assist the child on the next three practice items, if necessary.

3. True. This is why the score form is set up so that Right-Left appears on your left (it is the child's right) and why "c b a" is indicated (you are in reality reading "a b c" upside down).

4. True. You do not score this practice item; however 6-B through 11-B are scored. You should have only one response checked for each item (except for the additional information requested for 6-B and 9-B). If it is necessary to prompt the child by saying TOUCH EACH CIRCLE JUST ONCE, you should record "P" on the "Comments" line and indicate what the child did after the prompt.

5. True. He is expected to turn the page and touch each circle, turn the page and touch each circle, etc. However, it is not scored as incorrect if you help him turn the pages.

6. True. Whenever the child "catches on" you go on to the next request or next item. The second and third requests are used to help the child understand what he is to do on the test if he doesn't understand the first time (or the second time).

7. True. You should point to (but not count aloud) each of the three mice in picture "b" and then to each mouse in the top picture on Practice Item 12-C. You should point to each lollipop in "c" and each lollipop in the top picture in the same order so the child will see how they are alike.

8. True. There are indeed 3 parts to the test; only Part C has 2 sections:

   Same number and Same Order

9. False. Part A is counting out loud.

10. False. Ten minutes is estimated.

Tester Quiz: RELEVANT REDUNDANT CUE (ZINGS AND POGGLES)

Instructions: Circle "T" if the statement is true or "F" if it is false.

Circle one

1. If the child gets 12 "Training" cards in a row right, you go on to the "Test" cards. T F

2. During the "Training" cards you should correct the child by saying, "No, that's a Poggle because it is red." T F

3. If the child says "it's a green square" on either the "Training" or "Test" cards you should say "Yes, but it is also either a Zing or a Poggle. It's either a Poggle or a Zing. Which do you think it is?" If he then gives the correct answer, record "Z" and check (✓) it as correct. T F

4. If the child does not get 12 in a row correct when you finish all 48 "Training" cards you should discontinue the test. T F

5. When the child gets 12 in a row right you should go on to the "Test" cards. T F

6. Encourage the child to continue during the Test by saying "OK" or "uh-huh" after each card. T F

7. If a child does not respond to 4 cards in a row either in the "Training" or "Test" section you should discontinue the test. T F

8. During the "Training" cards, if the child does not answer right away, refuses to answer, or says "I don't know," encourage by repeating the question and saying: "Take a guess." T F

9. On this test you should record the time you start the "Training" cards, the time you finish the "Training" cards, the time you start the "Test" cards and the time you finish the "Test" cards. T F

Answers to Tester Quiz: RELEVANT REDUNDANT CUE (ZINGS AND POGGLES)

1. True. The child must get 12 *in a row* right.

2. False. You say, "No, that's a Poggle." Do *not* tell him *why* it is a Poggle.

3. False. On the "Test" cards *only* you can ask the child this and record his answer. On the "Training" cards record his answer under "Other."

4. True.

5. True.

6. False. You should say *nothing* during the test except the 2 accepted remarks. In other tests we do give the child encouragement but in this test he must keep going on his own.

7. True.

8. True. Only during "Training."

9. True. Record the time as you show the first "Training" card and the time when he has given 12 correct responses or has gone through all 48 cards. You again record the time when you show the first "Test" card (if you do go on with the test) as well as the time you finish the test.

HEAD START PLANNED VARIATION EVALUATION, Spring 1972

Tester Quiz: MOTOR INHIBITION

Instructions: Circle "T" if the statement is true or "F" if it is false.

Circle one

1. Discontinue the test if the child does not respond to the second part of practice trial B (demonstrating and asking him again to shake his head fast and slowly). T F

2. Start the stopwatch when the first marker passes the pulley, record the time the second marker passes the pulley and stop the watch when the third marker passes the pulley. T F

3. Record the time to the nearest tenth of a second on the truck pull. T F

4. The first time the child winds up the truck, he is told to do it as quickly as he can followed by the instruction to do it as slowly as he can (for the 2nd trial). T F

5. In Practice Trial B, if the child has shaken his head Fast and Slow, the tester still must indicate by shaking her own head fast and slow how she wants the child to shake his head. T F

6. The truck pull should be done on a table long enough to extend the cord. T F

7. You must be sure to start the stopwatch as soon as the child begins to wind the truck handle. T F

8. Only the tester moves the pencil "slowly" and "faster" during practice trial A. T F

Answers to Tester Quiz: MOTOR INHIBITION

1. True. The purpose of the practice trial is to determine if the child understands the meaning of "slowly". If, after you have demonstrated for him the shaking of head fast and then slowly, he is unable to show a difference in the speed of shaking the head, it is best to stop the test.

2. False. The middle mark is on the string for an optional timing period not used for this testing. The stopwatch is started as marker 1 passes the pulley and stopped when marker 3 (last one) passes the pulley.

3. False. Record the time to the nearest fifth of a second. Your stopwatch is marked in fifths.

4. False. The first trial requests the child just "to wind it up." There is no instruction to get him to go "fast". The second trial does request him to go very slowly.

5. False. If the child shakes his head the way you asked him to, go on with the Truck Pull test. If the child didn't shake his head the way you asked him to, or if he did not respond, you continue with your demonstration of shaking the head "fast" and "slowly."

6. False. The Truck Pull is done on the floor. It could be done on a large table, but the use of the floor permits the child to get up and move and thus gives him a relief from the testing situation.

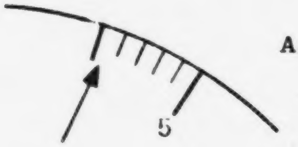
7. False. The stopwatch is to be started when the first mark on the cord passes over the pulley. If you start timing too soon, the child's test time will be wrongly increased. The reason for the twelve inches of cord before the first mark is to allow the child a short period to establish the speed he wishes to use.

8. True.

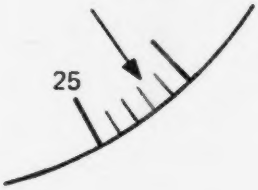
HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: MOTOR INHIBITION Stopwatch Reading

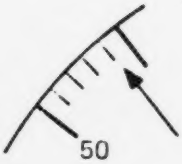
Instructions: Record the times indicated in the following stopwatch examples:



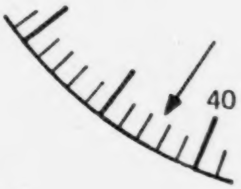
A. ______ seconds and ______ fifths



B. ______ seconds and ______ fifths



C. ______ seconds and ______ fifths



D. ______ seconds and ______ fifths

Answers: A. 4 and 0/5 seconds.
B. 24 and 2/5 seconds.
C. 50 and 4/5 seconds.
D. 40 and 3/5 seconds.

HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: ITPA

Instructions: Please circle "T" for True or "F" for False.

		Circle One
1.	Since the "nail" is a practice item, you may ask the child to TELL ME MORE ABOUT IT as often as needed.	T F
2.	If the child mentions something about the "shape" of the practice item, you must both check that "shape" is mentioned and write in exactly what the child said.	T F
3.	If the child gets off the subject, you should probe by saying, TELL ME WHAT YOU MEAN.	T F
4.	When you present the ball to the child, it is important that you set it on the table so the child can get a good look at it without touching it.	T F
5.	It is OK to summarize what the child has said.	T F
6.	If the child demonstrates a use for the "envelope," you must ask the child to tell about the use so you can write down his statement.	T F
7.	After four minutes or seven statements, whichever occurs sooner, you may go on to the next object to be described.	T F
8.	The five principal categories into which appropriate responses fall are: name, color, shape, weight and material.	T F
9.	The probes which you should use are the same for the practice item and the test items.	T F
10.	If the child says "It (ball) looks like a brick," you must say TELL ME WHAT YOU MEAN.	T F
11.	The purpose of the practice item is to familiarize the child with the test procedure and also to focus the child's attention on the five principal categories (name, color, shape, material and use).	T F
12.	If the child says it (ball) is maroon, ask him for another, more accurate color name.	T F
13.	If you say TELL ME WHAT YOU THINK, you must enter a Q after the child's previous statement.	T F
14.	Only the ball and the block can be referred to by name by the tester.	T F
15.	The purpose of the ITPA is to obtain a measure of how well the child can express himself.	T F

Circle One

16. NR is used to show the child made no response to your prompt on the practice item. T F

17. Indicate with (Q) if you had to ask the child WHAT IS IT MADE OF? when asking him about the ball. T F

18. In the "Practice Item" section, you should read back what the child told you when you said, TELL ME ALL ABOUT THIS and what he said in answer to the specific prompts. T F

19. Anytime you use a probe, indicate (Q) to show you questioned further. T F

20. If the child says, "It's a long nail," he has told you the name of it, but you would still have to ask the other four specific prompts. T F

21. On the test items, continue to ask the child questions until he has told you the name, color, shape, material and use. T F

22. After you finish the "Practice Item," you should fold that page back so you can't see it. T F

23. When a child begins to repeat what he has already said twice, it is time to go on to the next item. T F

Answers to Tester Quiz: ITPA

1. False. You can say TELL ME SOMETHING ELSE or TELL ME MORE ABOUT IT no more than 5 times.

2. True. Checking off the categories as the child mentions them is a clerical device to help you identify which categories you should probe further. Recording his exact answer is necessary for scoring the test.

3. False. If the child gets off the subject, the proper probe is YES, BUT TELL ME ABOUT THIS.

4. False. The objects should be handed to the child.

5. False. The exact words the child uses must be recorded. If a child is talking too fast, ask him to slow down, explaining that you are writing what he is saying. If you have missed something he has said, read what you have written, then pause to let him repeat what he said. If what he has said is not clear to you, immediately find out what he means and indicate that you had to question him (Q) on the score form. Each new response (word or statement) is written on a separate line.

6. True. Here you use the probe DON'T SHOW ME. TELL ME SO I CAN WRITE IT DOWN.

7. False. Continue probing until the child stops talking or repeats himself (three times), or begins to get off the subject. Most children will respond for about 1 minute.

8. False. The five principal categories are: name, color, shape, material and use. Weight is not considered a principal category, but is considered an appropriate response as are other physical characteristics (brightness, texture, construction, etc.).

9. False. The specific probes for the practice item concern name, color, shape, material and use. The specific probes for the test items are as follows:

   If child is vague or unclear, say TELL ME WHAT YOU MEAN...Q...
   If child needs encouragement, say TELL ME SOMETHING ELSE or TELL ME MORE ABOUT IT.
   If child shows action, say DON'T SHOW ME, TELL ME SO I CAN WRITE IT DOWN.
   If child gets off the subject, say YES, BUT TELL ME ABOUT THIS.
   If child repeats, say YOU TOLD ME ABOUT THAT. NOW TELL ME SOMETHING ELSE.
   If child asks question, say TELL ME WHAT YOU THINK.

9. (cont.) There are two general probes that can be used for the practice item and the test items. These are used to encourage the child to talk:

TELL ME SOMETHING ELSE.
or
TELL ME MORE ABOUT IT.

10. True. This is a case where you have to question the child further, entering a "Q" to show you asked about what he meant by his remark.

11. True.

12. False. Asking for another color name is too specific. You may, however, ask TELL ME MORE ABOUT IT, if the child stops talking.

13. False. A "Q" can be entered only after you have said TELL ME WHAT YOU MEAN.

14. False. Do not refer to any of the objects by name. You simply hand the object to the child and say TELL ME ALL ABOUT THIS.

15. True.

16. True. If the child makes no response to your prompt on the practice item, enter NR.

17. False. You never ask specific prompts during the test, the five specific prompts are asked only about the practice item (nail).

18. True. You should read back what he told you without any specific questions and what he said when you directly questioned him about any of the five principal categories that he hadn't talked about.

19. False. The only time you use (Q) is when you had to say, TELL ME WHAT YOU MEAN (because his description was unclear). Remember, if the child's answer is unclear or confusing to you, it will be just as unclear or confusing to our coders. You have a chance to ask him what he means, we don't!

20. False. He has also told you the shape (long), so you would not ask him WHAT SHAPE IS IT?

21. False. You only use the probes indicated at the bottom of each test page. You go on to the next object after the child stops talking, repeats himself three times, or gets off the subject (usually in about one minute). During the "Practice Item" you make certain the five principal categories are covered; after that the child is on his own!

22. True. This is another reminder that you use the specific prompts only on the practice item. For the test items (ball, block, envelope, button), use only the probes listed at the bottom of the test pages.

23. True. If you have said, YOU TOLD ME ABOUT THAT, NOW TELL ME SOMETHING ELSE, then, if he repeats the same thing again, you would go on to the next object.

SRI

HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: BROWN IDS SELF CONCEPT REFERENTS TEST

Instructions: Circle "T" if the statement is true or "F" if it is false.

	Circle one
1. You may ask the child up to 2 times to tell you who it is in the picture.	T F
2. If the child recognizes himself in the picture without aid the first time he is asked, you may proceed to the first test item right away.	T F
3. If the child does not appear to understand a test item you may reword it for him, as long as you don't change the meaning.	T F
4. If the child answers with the exact same words or equivalent words, place a check mark after his choice, and go on to the next question.	T F
5. If the first picture of the child is pretty good, you don't need to take another at the end of the test; just give him the first one to take home.	T F
6. The tester and child sit side by side when the tester is asking questions about the child's picture.	T F
7. The tester uses the child's name in each one of the test items.	T F
8. If the child is able to give an answer before you ask the complete item, you may record the answer and continue with the test.	T F
9. If the child answers with "Sometimes I'm ...", repeat the whole question beginning with, MOST OF THE TIME...	T F
10. If you reverse a question, record the answer and note the change under "Comments" on the front of the score form.	T F
11. A question may be repeated, questioned or possibly broken into two parts.	T F
12. If you have recorded words next to each part of the question, it means you split the question into two parts.	T F
13. If the child gives no response to an item, record NR and proceed to next item.	T F
14. If the child gives no response to four successive questions, discontinue the test.	T F

Answers to Tester Quiz: BROWN IDS SELF CONCEPT REFERENTS TEST

1. False. If necessary you may ask the child 4 times to tell you who it is in the picture.

2. True. But remember to check the box marked "child recognized self."

3. False. You must not change the words. However, if the child does not respond or answers "yes" or "no", you break the item into two parts--but the words are not altered.

4. False. There is a difference: If the exact words are used by the child, check his answer, but if he uses an equivalent, write in his answer in the space provided for "other" and continue to the next question.

5. False. Only the picture you take after the test is for the child's personal use. If the first picture is very poor, take a second one and use it for the test. Destroy the bad shot.

6. False. The tester should sit across from the child.

7. True. The use of the child's name in each item is an important part of the test.

8. False. If the child answers before you have read the complete item, say WAIT ____________ (name), UNTIL I FINISH THE WHOLE QUESTION.
Then repeat the whole question.

9. True.

10. True. Also, if you skip an item, go back to it as soon as possible and record the change under "Comments" on the front of the score form.

11. True. If the child does not answer with exact or equivalent words, the question must be repeated (recorded with an "R") questioned by saying TELL ME MORE ABOUT IT (shown with a "Q") or possibly even broken into two parts. If you repeat, you may have to emphasize certain words.

12. True. This issue comes up when a child answers "yes" or "no" to the question and you must separate the two parts.

13. False. If the child gives no response, enter NR on the "Other" line, repeat the question (entering "R" on the "Other" line). If he still gives no response, separate the question into 2 parts. Again you may get no response, in which case you should write NR for each part of the question and then proceed to the next item.

14. True. However, you must have repeated and split into 2 sentences each of the 4 questions before you discontinue the test.

HEAD START PLANNED VARIATION EVALUATION, Spring '72

Tester Quiz: 8-BLOCK OBSERVER

Instructions: Circle "T" if the statement is true and "F" if it's false.

Circle one

1. Be sure you have a watch or clock with a second hand. T F

2. If the mother makes 4 errors in any one Section you should complete the Section and then go back and repeat it. T F

3. If the trainer makes an error, then corrects herself, it is not necessary to note the error under ANY TRAINER ERRORS. T F

4. When a mother says something like "Tell me what this mark is" you should tally once beside MARK and once beside DIRECT REQUEST. T F

5. If the mother teaches her child by color or shape you should tally her remarks under TASK IRRELEVANCY. T F

6. During the ORIENTATION PERIOD if the mother says to the child: "Look at these blocks, they all have an X on top," you would make one tally beside MARK. If the mother said the same thing during the TRAINING PERIOD you would tally it under TEACH. T F

7. Sometimes the mother will just sit and watch the child (or the child will just sit and listen to his mother), when this happens you should tally under ACKNOWLEDGE. T F

8. The mother says "These are big, and these are little, O.K?"
Child says "Here's another little one."
Mother says "Good!"
Her last response should be tallied under ACKNOWLEDGE. T F

9. In PART III, if the child places the SHORT O on the board you should have something written beside Q1 through Q 4 unless the child has said "It is short and has an O on it" before the Trainer asked all 4 questions. T F

10. Non-verbal responses as well as verbal responses should be indicated in PART III under CHILD SAID: For instance, if the child shrugged his shoulders we would prefer that you record NV (for non-verbal) Shrugged shoulders. T F

11. In PART III if the mother just sits and does nothing you shouldn't circle any number under MOTHER RESPONDED WITH. T F

Answers to Tester Quiz: 8-BLOCK OBSERVER

1. True. The time it takes to train the mother, the time spent in orientation, and the time spent in training the child should be timed separately.

2. True. In fact, if the mother makes 2 or more errors the Section should be repeated.

3. True. Only if the Observer doesn't clue the Trainer quickly enough to catch an error should that error be explained.

4. False. You only tally under MARK or DIRECT REQUEST not both. This particular example would be tallied under MARK in ORIENTATION and under (REQUESTS TALKING:) MARK in TRAINING.

5. True. If the child talks about color, however, you would tally under RESPOND or COMMENTS, PLAY depending on the situation. For example:

   Mother says "What color is this block?" (TASK IRRELEVANCY)
   Child says "Red" (RESPOND)

   Mother says "Put all the tall blocks together" (REQUEST PLACING: HEIGHT)
   Child says "I think those red blocks are nice" (COMMENTS, PLAY)

6. True. During the TRAINING PERIOD only REQUESTS FOR PLACING AND REQUESTS FOR TALKING are tallied above the double line.

7. False. If this happens for several seconds, begin making one tally about every 5 seconds, under OBSERVE.

8. False. Her last response should be tallied under PRAISE. If the mother had said,"O.K." "That's fine" etc. it would have been tallied under ACKNOWLEDGE.

9. True. Many forms came back in the fall with only one answer, such as "It's short" and the next 3 lines were blank. We can't tell if the Trainer asked the questions and had no response (in which case the Observer should have written NR on lines 2 through 4) or if the Trainer did not ask the additional probes (in which case she should have been reminded to ask or the Observer should have written in that no further probes were asked).

10. True. It gives us much more information to know that the child shrugged his shoulders indicating that he didn't know rather than a simple NR for no response. Non-verbal answers should have the NV in front of them. Another example would be that the child held his hand up with the tall blocks -- this tells us that he knew they were tall, even though we couldn't get him to say "Tall."

11. False. There should always be at least one answer. If she does nothing, circle "Neutrality."

SRI HEAD START PLANNED VARIATION EVALUATION , Spring '72

Tester Quiz: 8-BLOCK TRAINER

Instructions: Circle "T" if the statement is true and "F" if it's false.

Circle one

1. It doesn't matter how you teach the mother the 8-Block Sort task as long as she understands it. T F
2. If you forget to teach the mother one of the sections just go on and complete the instructions. T F
3. Rather than cause an awkward period of silence it is better to immediately tell the mother the answer. T F
4. If it is necessary to say to the mother "Isn't there something wrong with this group?" you would count this as "help." T F
5. Keep going through an entire Section before repeating. T F
6. If the mother has made 1 mistake you should go back and repeat the entire Section. T F
7. In Sections 3 and 4 the mother must indicate both height and mark in order to be considered correct. T F
8. It is important to have the child's full attention before you ask him to place the blocks. T F
9. It doesn't matter how the blocks are arranged on the board when you ask the child to place the "OTHER" blocks. T F
10. If the mother is not completing the Parent Information Form you should take it from her and seal it in an envelope. T F
11. You should keep saying, "You're doing very well," "That's good," to all mothers while they are learning the task. T F

Answers to Tester Quiz: 8-BLOCK TRAINER

1. False. Each mother should be taught in exactly the same way and given the same information. How she teaches her child will vary.

2. False. You and the observer should work out some kind of signal so you know if you have skipped any part of the teaching. If you have overlooked a part, go back and teach the mother. The observer will note this on the score form.

3. True. If the mother doesn't correct herself immediately you should tell her the answer. We should try not to frustrate her by giving her the feeling we are testing her.

4. True. Even if she corrects herself this would be considered as "help." If necessary, keep a count on your fingers so you will know if you should repeat a Section.

5. True. Regardless of how many times you have to help the mother, go through the entire Section before starting over.

6. False. She needs to make 2 mistakes before you repeat the Section. However, remember that if she places a small block with the large blocks and a large block with the small blocks this would be considered 2 mistakes.

7. True. If the mother mentions only one way the blocks are alike, you should give her a reminder by saying, "And..." So far she has not made a mistake and if she does indicate that they are alike in the other way (Tall with an X, Short with an O, etc.) you would not consider this a mistake. However, if you have to tell her the other way in which they are alike you should consider this an error.

8. True. Some of these children are very shy so it is important to gain his confidence and his attention before requesting that he place the blocks.

9. False. The 8 original blocks should be arranged in 4 groups and the extra blocks should be put out of sight before you present him with the first "OTHER" block.

10. False. If a mother seems to be having trouble with the form, offer to help her.

11. False. Some mothers would be highly insulted if you kept praising them for being able to perform a task that will next be presented to a 4 year old! Use these encouragements only if you feel the mother needs them. Some mothers will catch on immediately and will go ahead and tell you how the groups are alike without your having to ask. If they say that they have the idea after you have explained "height" simply explain that you are supposed to go through these various sections with each mother, but that you can go through them quickly. This will vary by mother, obviously.

Appendix J

SRI FIELD SUPERVISOR SITE REPORT FORMS

Appendix J

SRI FIELD SUPERVISOR SITE REPORT FORMS
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FIELD SUPERVISOR CHECK LIST

Site________________________________ Date(s)__________________

Field Supervisor____

I. Head Start Director:____

A. Did you meet HS Director? Yes____ No____

B. Did you only talk over phone with HS Director? Yes____ No____

C. Did the HS Director mention any problems? Yes____ No____

D. If yes, explain:____

**E. Check with HS Director our list of "their" classes? Yes____ No____

F. Did HS Director give approval for Ethnic Heritage tests to be given to children? Yes____ No ____

G. If approved, how many classes did Director approve for the administration of the tests?____________

II. Site Coordinator:______________________________________

A. Did you visit the centers with the Site Coordinator? Yes____ No____

B. If no, explain:____

C. How were the tests going?_____________________________________

D. Did you check if Random Permutation table was being used? Yes____ No____

E. Did you check the Classroom Information Form to see if the children's names entered there correspond to children taking the tests? Yes___ No____

F. Did you ask to meet any of the testers? Yes____ No____

G. If no, explain:____

III. Any problems in the community? Yes____ No____

If yes, what are they?____

Spring 1971

SRI HEAD START FIELD SUPERVISOR
SITE REPORT

Site______________________ Dates Visited______________________

SRI Field
Supervisor______________________ Sponsor______________________

1. Persons (including testers) contacted:

Name	Title	In Person/By Phone
	Site Coordinator	/
	Head Start Director	/
		/
		/
		/
		/
		/
		/
		/
		/
		/
		/

2. Scheduling

a)Available testing time:______________________

b)A.M. or P.M. classes, or both?______________________

c)Snack and lunch times:______________________

d)Closed on certain days during testing (holidays, etc.) Please specify.______

____

3. Visit Head Start centers with Site Coordinator? Yes___ No___

With other person? Name______________________

Number of schools included in visits_____.

4. Problem areas: (check as required)

   a. proper use of tests to be administered__
   b. testers procedures checked__
   c. facilities__
   d. test conditions__
   e. scheduling__
   f. field staff checked__
   g. any schools not visited__
   h. acceptance of testing by:
      1) HS director__
      2) teachers__
      3) children__
   i. program issues__
   j. contact and coordination with sponsor by HS director__
   k. community__

If you have checked any of the areas above, please elaborate below.

5. Verify number of classes and times against your copy of "Number of classes and times" under "Class lists,etc." in F.S. notebook.

Fall 1971

SRI HEAD START FIELD SUPERVISOR

SITE REPORT

Site ______________________________ Dates Visited ______________

____

SRI Field Supervisor ______________________________ Sponsor ______________

1. Persons Contacted (including testers):

Name	Title	In Person?	By Phone?
	Site Coordinator		
	Head Start Director		

2. Check our list of classes to be tested with Head Start Director?

Yes _____ No _____ (Please note any discrepancies on your copy.)

3. a) Classes start: ______________

Classes end: ______________

Available testing time: ______________

b) A.M. or P.M. classes, or both? ______________

c) Year-round or 8-month, etc., program? (Please specify.) ______________

____

d) Closed any certain days, etc.? (Please specify.) ______________

____

____

4. Check proper use of Permutation Table (including its use with Classroom Information Form)? Yes _____ No _____

5. Visit Head Start centers with Site Coordinator? Yes _____ No _____

If any missed, please explain: ______________________________

____

____

____

6. Check testers on test procedures:

	Name	Checked Yes/No	If yes, how? / If no, why not?
BBT			
BBT			
BBT			
BBT			
SBT			
SBT			
Brown			

7. Testing:

a) What type of facilities? ______________________________

____

____

____

b) Generally, what were the over-all conditions of testing? ______________

____

____

____

____

____

____

7. Testing (cont'd)

c) Your Evaluation of Field Staff:

Name	Expert	O.K.	Borderline	Unacceptable
(BBT)				
(BBT)				
(BBT)				
(BBT)				
(Brown Tester)				
(SBT)				
(SBT)				
(8-Blk. Observer)				
(8-Blk. Observer)				
(8-Blk. Trainer)				
(8-Blk. Trainer)				
(SC's Aide)				

d) Acceptance of testing by:

Head Start Director

Teachers

Children

8. Program issues (competence, motivation, cooperation with PV, SRI):

a) Head Start Director

b) PAC Chairman

c) Teachers

9. Amount of contact and coordination with the Sponsor by Head Start Director:

10. Community problems (funding, power struggles, etc.):

11. Miscellaneous comments:

SPRING 1972

SRI HEAD START FIELD SUPERVISOR
SITE REPORT

Site

Dates Visited

SRI Field Supervisor

Sponsor

1. Persons Contacted (including testers):

Name	Title	In Person?	By Phone?
	Site Coordinator		
	Head Start Director		
	Principal		

List any additional testers on back, including full information.

2. Verify number of classes and times against your copy of "Number of classes and times" under "Class lists, etc." in F.S. notebook.

3. Scheduling

   a) Available testing time:

   b) A.M. or P.M. classes, or both?

   c) Snack and lunch times:

   d) Schedule difficulties:

   e) Closed on certain days during testing (holidays, etc.) Please specify.

4. Check proper use of "Tests to be Administered" sheets (Class Lists)?

Yes _____ No _____ (note any discrepancies on your copy.)

5. Visit Head Start centers with Site Coordinator? Yes _____ No _____ With other person: / Name _____

Number of schools included in visits _____

If any missed, please explain: _____

6. Check testers on test procedures:

	Name	Checked Yes/No	If yes, how? / If no, why not?
BBT			
BBT			
BBT			
BBT			
SBT			
SBT			
Brown			

List additional testers on back:
Include full information.

7. Testing:

a) What type of facilities? (description of testing space and arrangement.)

b) Generally, what were the over-all conditions of testing? (problems, good points, etc)

7. Testing

c) Your Evaluation of Field Staff:

	Name	Expert	Above Average	Average	Borderline	Unacceptable
	(BBA)					
	(BBA)					
	(BBA)					
	(BBA)					
	(BBB)					
	(BBB)					
	(BBB)					
	(BBB)					
	(Brown Tester)					
	(SBT)					
	(SBT)					
	(8-Blk. Observer)					
	(8-Blk. Observer)					
	(8-Blk. Trainer)					
	(8-Blk. Trainer)					
	(SC's Aide)					

d) Acceptance of testing by:

Head Start Director

Teachers

Children

8. Program issues (competence, motivation, cooperation with PV, SRI):

a) Head Start Director

b) PAC Chairman

c) Teachers

9. Amount of contact and coordination with the Sponsor by Head Start Director:

10. Community problems (funding, power struggles, etc.):

11. Miscellaneous comments: